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ABSTRACT

Gymnastics coaching and teaching suggestions for mentally retarded persons are presented in this guide, one of seven booklets about Special Olympics Sports Skills Instructional Programs. An overview introduces the sport and makes broad suggestions for teaching. A list of goals, objectives, and benefits is followed by information on necessary clothing and equipment. Assessment and instruction methods are provided on two difficulty levels for the following gymnastics skills: tumbling, balance, free exercise, beam, parallel bars, uneven parallel bars, side horse, vaulting, rings, and high bars. Additional topics deal with judging and scoring, safety, sportsmanship, lead up skills, and modifications and adaptations of equipment, rules, and playing areas. (CL)

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SPECIAL OLYMPICS

GYMNASTICS

Sports Skills
Instructional Program

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FOREWORD

In the Special Olympics program, coaches play a unique and indispensable role. It is they who impart to Special Olympians the sports skill and competitive spirit that define the true athlete.

But, they are far more than teachers. They are role models in the building of character; they assist in the development of the whole person. They give Special Olympians the most immediate awareness of their own worth, their ability, their courage, their capacity to grow and improve.

To be a coach in Special Olympics demands qualities of mind and spirit that transcend knowledge of specific games or events. But the foundation of good coaching is still competence and solid grounding in the fundamentals. Therefore, I cannot emphasize enough that sound training of coaches and athletes alike is the basis for everything we do in Special Olympics.

This Special Olympics Sports Skills Instructional Program was developed and tested by coaches, teachers and parents—it is written and illustrated so that coaches at every level of experience can improve their skills in working with Special Olympians.

Followed carefully and consistently, the Sports Skill Instructional Program will raise the level of all Special Olympics coaches and give to Special Olympians and their families the gift of pride and accomplishment that comes with doing something well.

Eunice Kennedy Shriver

Eunice Kennedy Shriver

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Cover by Paul Collins.

INTRODUCTION TO PROGRAM

The Sports Skills Instructional Program is designed for mentally retarded persons who may exhibit any number of associated learning impairments. The program can be administered by the regular physical education teacher, the adaptive physical education specialist, the special education teacher, the recreation leader or the therapeutic recreation specialist. In addition, the Special Olympics coach, parent and volunteer will find the Sports Skills Instructional Program extremely helpful in preparing Special Olympians for competition. The Sports Skills Instructional Program is based on the premise that people entering the program have mastered the primary (motor) and perceptual motor skills. They must also possess a sufficient level of fitness to enable them to acquire the skills and knowledge necessary for learning a particular sport skill.

In November of 1975 a legislative landmark, the Education for All Handicapped Children Act (Public Law 94-142), was signed into law. The law guarantees all children the right to free appropriate public education. As defined in section 121.24 of the law, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, *instruction in physical education*, home instruction, and instruction in hospitals and institutions. The importance of physical education in the total education of a handicapped child is evident in that physical education is the only subject area specifically addressed in the definition of special education. The Sports Skills Instructional Program has been designed to meet and comply with the requirements of Public Law 94-142.

The Instructional Program utilizes goals, short term objectives, task analyzed activities, assessments and teaching suggestions for individualizing and integrating sports skills instructions into other subject areas of the student's curriculum. Each sport has been task analyzed by physical educators and recreators who have had previous success in teaching that particular sport to mentally retarded individuals.

Field Testing

During 1979-1981, the Sports Skills Instructional Program was field-tested among public and private schools, residential centers, activity centers and recreational agencies. Over 100 teachers and 2000 students were utilized in the test effort in the states of Arizona, California, New Jersey, New York, North Carolina and Wisconsin. Support for the program was justified by positive reactions and feedback from recreation, physical and special education professionals throughout the country. Collection and analysis of field test data revealed that the Sports Skills Instructional Program provided a systematic instructional process resulting in the development and improvement of sports skills among mentally retarded individuals.

Each sports skill unit complies with the requirements and regulations of Public Law 94-142 and can be written into the student's individualized education program.

Format of Special Olympics Sports Skills Instructional Program

The format of each Special Olympics sports skills instructional unit is:

- **Overview**—definition of activity, instruction/rules, equipment/supplies, relevance/appropriateness to student, ease of adaptation, and prerequisite skills.
- **Long Term Goal**—a statement of expected student behavior after the learning experience.
- **Short Term Objectives**—statements of specific student behaviors relative to the goal statement. Generally, the criteria for acceptable performance has been purposely omitted from the behavioral objective. In order to individualize teaching, the teacher of the sports skill unit should realistically determine the criteria based on the:
  (1) present ability of the student.
  (2) potential ability of the student.
  (3) behavioral limitations of the student.
  (4) behavioral limitations of the environment.
- **Modifications and Adaptations**—equipment, sport rules, and playing area to ensure successful participation by the student.
- **Sports Skill Assessment**—criterion referenced test to determine the student's present level of functioning within a specific sport or skill. Pre-tests and post-tests related to teaching skill, skill sequence and tasks.
- **Teaching Skill**—identifies the skill to be learned.
- **Skill Sequence**—sequenced behavior in which the learner must engage in order to demonstrate acquisition of the skill or knowledge described in the objective. Again, the teacher/recreator should determine the criteria for acceptable performance.
- **Task Analysis**—further analysis of skill into detailed steps which the student must master in order to demonstrate proficiency in that skill.
- **Teaching Suggestions**—suggestions of methods and materials to foster successful mastery of the skill by the student.
- **Infusion Chart**—sports skill in relation to general academic areas such as social studies, reading/language, home economics, arts, physical education, science, math, health, and industrial arts.
- **Student Skill Chart**—chart to mark the student's sports skill performance throughout the program.
- **Terminology and Resources**—glossary of terms, bibliography and resources (printed and audio-visual materials.)

ORGANIZATION OF TRAINING SESSION

Every Special Olympics program needs professional guidance and supervision, even though most of the training supervision can be and usually is handled by volunteers from many varied sources—teachers, parents, high school and college students, church organizations, civic groups, military organizations, etc.. For example, volunteer coaches should be trained by professionals in physical education and sports.

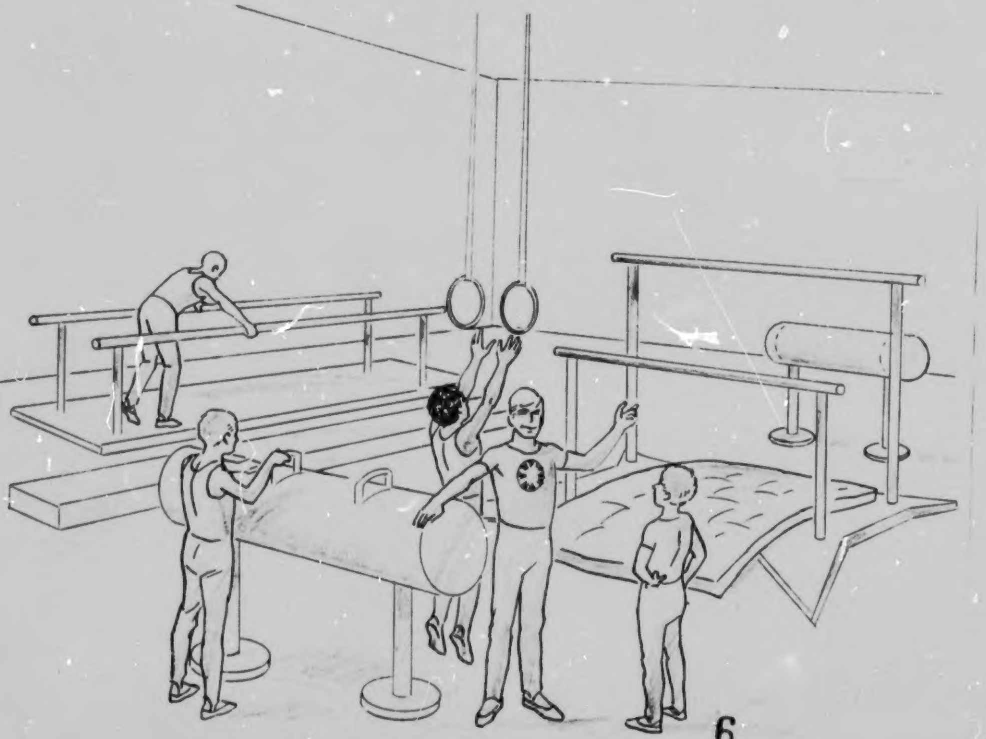
The method and manner by which you conduct your program will, in large part, determine your success as a teacher/coach. While teaching, approach your students enthusiastically and present the day's lesson in an enjoyable manner. Remember, Special Olympians return the excitement and enthusiasm transmitted to them by you. There are a variety of things you can do as a planner and instructor to create a positive, acceptable human environment to support learning in a group.

READY TO START

You've attended a Special Olympics Training School and you're ready to teach your students. Four students have received gymnastic instruction in the past year and the remaining six students are new to your class. In order to determine the gymnastic ability among your students, administer the Sports Skills Assessment—Level I. The assessment enables you, as the instructor, to assess the ability range of your class. High ability level students should be evaluated using the Sports Skills Assessment—Level II.

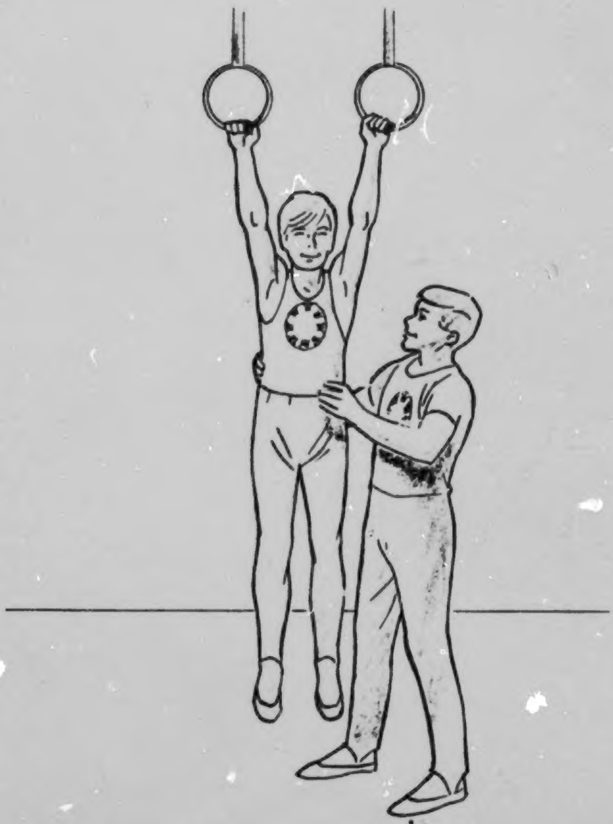
Once the assessment has been administered, individualize each practice so every student works on the skill area in which he/she needs the most improvement. If a Special Olympian shows problems doing a skill, review the basic steps in performing a skill as outlined in this guide. On the other hand, if an athlete scores well on the skill section, provide instruction in advanced skill techniques or have the athlete practice a skill that he/she is not as proficient in performing. An alternative for a Special Olympian who excels in various sports skills is to use him/her as a coach.

Plan 5-10 minutes at the beginning of each class to warm up properly. Students should stretch and perform agility exercises as part of their warm-up. Each class should offer 25-30 minutes of sports skills instruction. Mark each athlete's progress on the Skill Sheet. Always come to the class prepared. Know what you are going to do and how you are going to do it. Allow for possible modifications or adaptations to the original plan as needed. Finish each class with a fun group or game activity. At the end of the unit, review the Skill Sheets to determine your student's improvement. End the class on a positive note by praising the good things you have seen and giving a group cheer.



HINTS TO BE A GOOD TEACHER

- RELAX. Attempt to learn the rhythm and style of your class the first day.
- Be flexible. Alter instruction to meet the need of a particular student or group.
- Set realistic goals for each student.
- Don't expect immediate results as far as skill learning—patience, patience and more patience.
- Always plan and understand lesson thoroughly.
- Stand and face students during instruction.
- Participate in activity with students. Stay active.
- Teach by indirection as well as direction; students are great imitators.
- Allow the student plenty of time to become familiar with the skill before teaching another skill.
- Be firm and maintain good discipline.
- Be quick to praise.
- Provide brief and clear instructions.
- Always point out the positive before correcting: "Janet, you did well to get into the balance position, and you would have accomplished the skill if. . . ."
- Use confidence builders. Always attempt to prevent a student from encountering repeated failures.



HINTS FOR ORGANIZING A GOOD CLASS

- Use the training area to your best advantage.
- Organize stations by ability. Color code ability groups (i.e., Green—Beginner; Blue—Rookie, etc.) No one should be standing around while you arrange things. Keep everyone busy.
- Keep students informed of changes in schedule or activities.
- Introduce students to one another and orient them to the instructional setting.
- Demonstrate the sport skill whenever and as frequently as possible.
- Keep the fun in fundamentals. Use a game approach.
- Devote a part of each class period to group activity.
- If activity is going well, it is often useful to stop activity while interest is high.

SPORTS SKILLS INSTRUCTIONAL PROGRAM FOR MULTI-HANDICAPPED INDIVIDUALS AND OLDER SPECIAL OLYMPIANS

The Special Olympics Sports Skills Instructional Program applies to all Special Olympics participants including those who are multi-handicapped. Special Olympics has an objective of offering meaningful opportunities and competition to multi-handicapped individuals, regardless of the severity of their handicaps. Various adaptations and modifications of the Special Olympics Sports Skills Instructional Program should be made based upon the needs of the participants. See modifications/adaptations section of this guide.

The Sports Skills Instructional Program can also be helpful to improving the quality of life for adult participants. Regular exercise that includes a progressive program of activities—walking, jogging and sports activities—can improve cardiovascular fitness and maintain a healthy body and vigorous mind. It is important to recognize that many older participants may have been leading relatively sedentary lives; hence, training should progress slowly enough so as to avoid injuring the individual in the early stages. Special efforts should be made to enhance motivation and ensure that training is an enjoyable experience. The overall aims of training should be to improve fitness and encourage an enjoyable and beneficial use of leisure time.

GYMNASTICS

This Gymnastics Unit can best be utilized to teach skills, enhance total body development and awareness and increase the student's level of physical fitness. Skills in tumbling, free exercise, balance beam, uneven parallel bars, vaulting, parallel bars, horse, rings and high bar will comprise this unit.

Safety is of major importance in gymnastics. Spotting techniques as well as safety standards have been cited in this unit so as to offer the student high quality instruction but also adequate safety while participating in gymnastics.

Gymnastics is an individual sport where participants are judged on their performance. An individual with the highest score in an event is declared the winner. Gymnastics combines the elements of fitness, entertainment and art into a most challenging sport. The athlete is required to develop muscular agility, coordination and body control while performing a gymnastics routine. Not all students will be able to demonstrate all the skills with the same amount of mastery and smoothness, but all will be able to enjoy the benefits and challenge of the sport.

GOAL/OBJECTIVES/BENEFITS

1

LONG TERM GOAL

The student will acquire basic fundamental skills, appropriate social behavior, and functional knowledge of rules to enable him/her to successfully participate in gymnastics.

2

SHORT TERM OBJECTIVES

1.0 Given demonstration and practice, the student will properly warm up before each practice or competition.
2.0 Given demonstration and practice, the student will successfully execute the necessary skills to perform Level I Gymnastics Skills.
3.0 Given demonstration and practice, the student will successfully execute the necessary skills to perform Level II Gymnastics Skills.
4.0 Given regulation or modified rules and scoring, the student will adhere to those scoring rules and regulations while participating in gymnastics.
5.0 Given a gymnastic practice or meet, the student will understand and adhere to the safety standards while participating.
6.0 Given a gymnastic practice or meet, the student will exhibit good sportsmanship with fellow teammates and opponents at all times.

3

BENEFITS

- Gymnastics develops strength, coordination, speed, balance and body control.
- Gymnastics improves total fitness.
- Gymnastics teaches self-discipline.
- Gymnastics enhances individual self-concept.

CLOTHING

GYMNASTICS AREA PREPARATION

The gymnasium or gymnastic area, whether inside or outside, should be defined and small enough to discourage disorganized running about. This permits more time to spend on useful activities and less on disciplinary measures. The surrounding area should provide minimum physical hazards that might result in injury to a student or damage to the school or its equipment.

A level grassy area or carpeted classroom may be used to practice skills. A gymnastics room with safety mats and appropriate safety equipment would be best; however, gymnasiums may be used.

Before doing gymnastics, the area should always be cleared and in a safe condition for play. An uncluttered environment provides less distraction to the student while learning. Therefore, do not set up equipment until you are ready to use it.

TEACHING SUGGESTIONS

- **Discuss the official boundaries of a gymnastic area with the student.**
- **Using a flannel board, have the student identify the official boundaries.**
- **Take the student to a gym/outdoor area and demonstrate how to establish the boundaries.**
- **Assist the student in marking off the area.**
- **Discuss and point out what objects are to be removed from the area.**
- **Walk student around practice area pointing out debris.**

CLOTHING

Clothing must be suited to the activities involved. In general, this means loose, comfortable, non-confining clothing and well-fitted gymnastic slippers that are appropriate for the activities being performed. Proper fitting and clean uniforms tend to give athletes a boost. Although the saying "You play as well as you look," has never been proven, many athletes and coaches continue to believe in it. The appearance of the gymnast is considered when awarding points.

Uniforms

It is recommended that women athletes wear either a leotard and briefs or shorts and shirt for competition. Men should wear gymnastic attire or gymnastic shirt and shorts. Gymnastic grips could be worn on the hands.

Shirts

Shirts should provide comfort and a good appearance while allowing freedom of movement in the shoulder area. Make sure the length of the shirt is long enough to tuck into a pair of shorts or warm-up pants.

Shorts

Gym shorts with waistbands that fit snugly around the waist are recommended. Shorts should provide the athlete with comfort and good appearance. The elastic waist band should help keep the shirt in place. Loose shorts cause athletes discomfort, breaking their concentration.

Socks

Tube socks made of good material will last an entire season, giving support and a good appearance. Loose or stretched socks look sloppy and provide no calf support.

Hair

For safety reasons, each competitor should have his/her hair in such a manner that it is free from the face.

Shoes

It is important that those participants in tumbling and floor exercise wear gymnastic slippers. Rubber sole shoes will distract from the appearance of the skills and may cause difficulty in extending the foot and pointing the toes. Where slipping is not a problem, socks or peds may be worn.

Warm-up Suits

Warm-up suits should be worn when warming up prior to a practice or participation in gymnastics. Medium weight cotton sweatshirt and pants are excellent and inexpensive warm-ups.

TEACHING SUGGESTIONS

- **Discuss the types of clothes to be worn when participating in gymnastics.**
- **Discuss the importance of wearing properly fitted clothing.**
- **Point to advantages and disadvantages in various types of clothes which can be worn.**
- **Show pictures of clothes which are appropriate for gymnastics.**
- **Using a flannel board and felt, cut out articles of clothing, have the student properly dress the figure.**
- **Take the students to a gymnastic meet and point out the clothes being worn.**

EQUIPMENT

Equipment must be safe for athletic use. Use proper equipment at all times and teach students to use equipment and perform all activities the "right" way, first time and every time, for safety's sake. Keep performing areas free of clutter and debris. Be alert to safety hazards and problem areas and do whatever is necessary to avoid them. Preventive maintenance, continual checks of tightening devices, and periodic safety inspections shall be used on all pieces of equipment.

Safety Mats & Pads

Safety mats and pads are essential in conducting a gymnastic program. Mats should be placed around and under all equipment. Safety pads should be used for landing off all equipment. If available, a floor exercise mat should be provided.

Chalk

Chalk is an important part of gymnastic training in apparatus and should be used in all work on most of the apparatus.

Beam

For teaching purposes, an official beam is not needed. A line on the floor or a floor beam may be used to introduce many movements.

The beam for competition should be regulation and adjustable. A jump board may be used in mounting. Safety mats should be placed under the beam and at each end.

Parallel Bars

The parallel bars should be regulation and adjustable. A jump board may be used for performing the mount. It is important to place safety mats and pads around and under the bars to protect the participants.

Uneven Parallel Bars

Regulation uneven parallel bars should be used for training and competition. A jump board may be used for mounting. Mats and safety pads should be placed around and under the bars.

Side Horse

A regulation side horse should be utilized. Pommels may be removable and height should be adjustable. Safety mats should be placed completely around the side horse.

Vault Horse

The side horse must be adjustable in height to be accommodate different abilities of performers. A t to jump board should be provided to assist in the vault. Safety mats and pads should be placed on the far side to insure a cushion and safe landing.

Rings

The rings may be portable or permanent but must be adjustable to accommodate different ability levels of participants. Safety pads and mats should be placed directly under the rings and far enough out to insure that participants are protected.

High Bar

The high bar must be regulation and attached to the floor. It should be adjustable. Safety mats and pads should be placed directly under and out far enough to accommodate the swing dismounts.

TEACHING SUGGESTIONS

- **Show student the equipment used in gymnastics.**
- **Name each piece of equipment as you show it and give the use for each piece of equipment.**
- **Display equipment used in gymnastics and have student name each piece used.**
- **Display a variety of sports equipment and have the student select the equipment used for gymnastics.**
- **Discuss the importance of taking care of all sports equipment.**

1.0 Given demonstration and practice, the student will properly warm up before each practice or competition.

STRETCHING EXERCISES

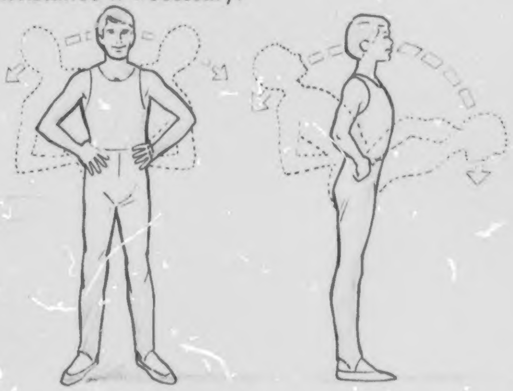
1. Perform a side stretch exercise properly.

TASK ANALYSIS

a. Stand with feet shoulder-width apart, hands on hips.
b. Slowly bend trunk as far left as possible and hold for 10 seconds.
c. Bend trunk to the front and hold for 10 seconds.
d. Bend trunk to the right and hold for 10 seconds.
e. Bend trunk to the back and hold for 10 seconds.
f. Repeat exercise 3 times.

TEACHING SUGGESTIONS

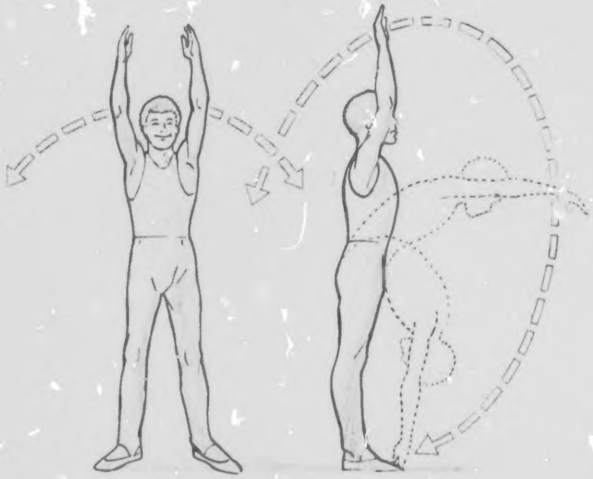
- **Demonstrate the exercise and provide physical assistance if necessary.**



2. Perform body bend exercises.

TASK ANALYSIS

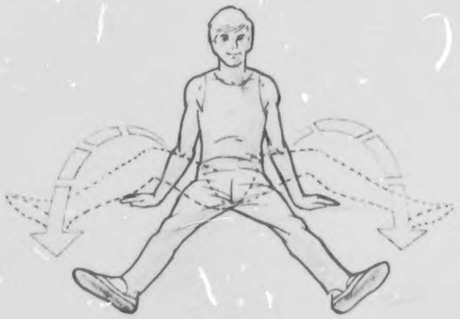
a. Stand with feet slightly apart.
b. Extend arms and reach high overhead.
c. Bend from waist and arch backward as far as possible.
d. Bend forward as far as possible swinging arms forward and trying to touch ground with hands.
e. Return to starting position.
f. Bend to left as far as possible, then to right.
g. Hold each stretch for 10 seconds.
h. Repeat 3 times.



3. Perform a sitting crossover exercise.

TASK ANALYSIS

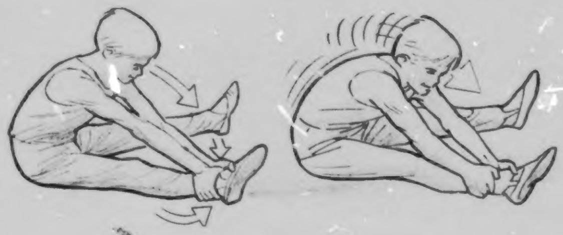
a. Sit with legs spread as far apart as comfortably possible and hands on floor out to sides and behind body.
b. Bring right leg across left leg and touch right heel to floor.
c. Work at bringing as far over to opposite side as possible.
d. Repeat to opposite leg.
e. Try crossing each leg over alternately as above but touch knee to floor instead of heel.

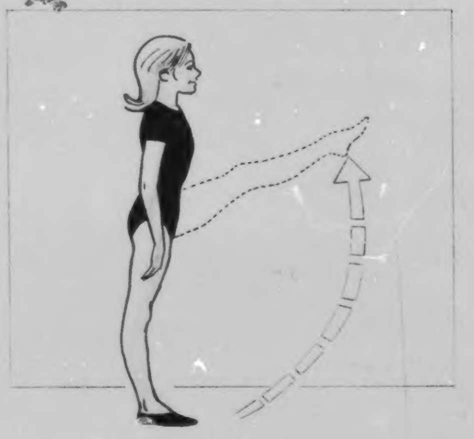


4. Perform a straddle stretch exercise properly.

TASK ANALYSIS

a. Assume a seated position with legs straight and straddled as wide as possible.
b. Place hands around ankle or foot of one leg.
c. Slowly pull chin toward knee.
d. Hold stretch for 5 seconds. Do not bounce.
e. Repeat sequence for other leg.

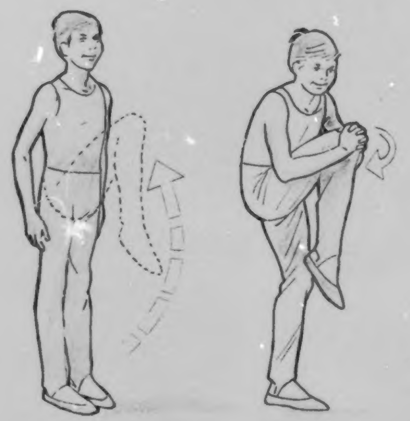




5. Perform a leg kick exercise properly.

TASK ANALYSIS

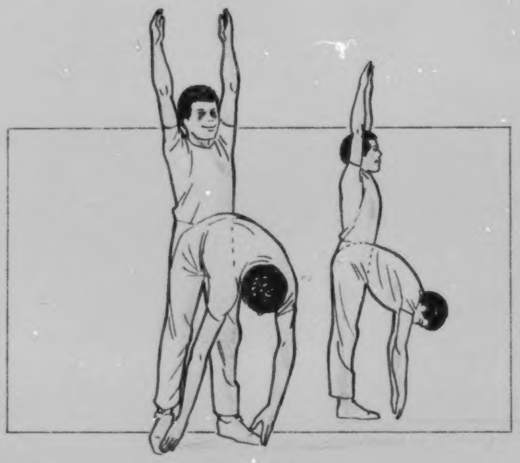
a. Assume a standing position.
b. Kick each leg alternately high into the air.
c. Keep legs as straight as possible.



6. Perform a knee lift exercise properly.

TASK ANALYSIS

a. Stand erect with feet together.
b. Bring one knee straight up toward the shoulder.
c. Clasp the knee with both hands and pull it in toward the body.
d. Hold stretch for 5 seconds.
e. Repeat with the other knee.



7. Perform a toe touch exercise properly.

TASK ANALYSIS

a. Stand with feet slightly apart and flat on the ground.
b. Keep the legs as straight as possible.
c. Bend from the waist and reach as far down as possible.
d. Try to touch toes or, if possible, the floor.
e. Hold stretch for 5 seconds.

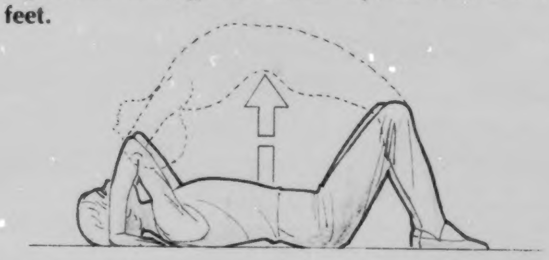
8. Perform a bridge properly.

TASK ANALYSIS

a. Lie back with knees bent and feet flat on the floor.
b. Place hands on either side of the head with fingers pointed toward the shoulders and palms flat on the ground.
c. Straighten knees and arms while looking at the ground and arching back.
d. Hold arch for 5 seconds.
e. Repeat exercise two times.

TEACHING SUGGESTION

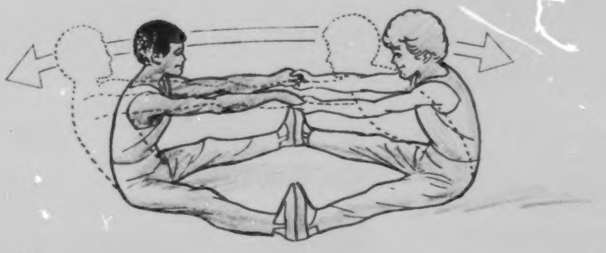
- **Once arch is adequate, add variations—i.e. alternate straightening and bending knees; raise one leg toward ceiling; take small hops off hands and feet.**



9. Perform a straddle pull exercise properly.

TASK ANALYSIS

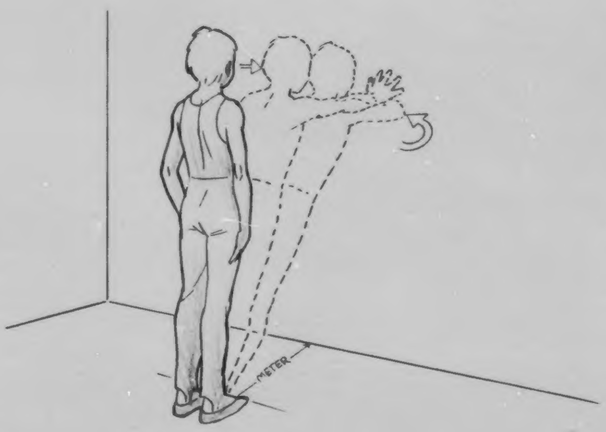
a. Sit with legs spread wide and feet against feet or ankles of partner.
b. Grasp partner's hands.
c. Bend forward and backward, keeping knees straight and trying to touch the floor in front and back.
d. Keep motion smooth and rhythmic.



10. Perform a calves stretcher exercise properly.

TASK ANALYSIS

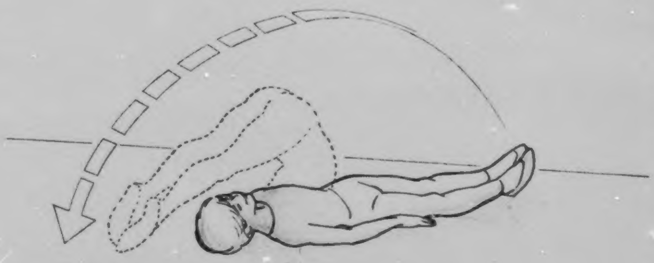
a. Stand facing a wall 1 meter away with feet together.
b. Lean forward placing hands against the wall.
c. Keep legs straight. Do not bend at hips.
d. Bend elbows, bringing your chest to the wall. Leave feet flat on floor.
e. Hold stretch for 5 seconds.
f. Repeat exercise.



11. Perform a plough exercise properly.

TASK ANALYSIS

a. Lie on back.
b. Raise legs over the head, keeping legs straight.
c. Try to touch the ground/floor in back of the head with the toes.
d. Hold for the count of 5.
e. Lower legs and repeat.



12. Perform a wrist warm up properly.

TASK ANALYSIS

a. Kneel on your hands and knees.
b. Turn hands so fingers point toward each other.
c. Place weight on the hands.
d. Move hands with fingers facing away from each other and in all positions in between.
e. Place weight on hands in each position.

13. Perform a shoulder warm up properly.

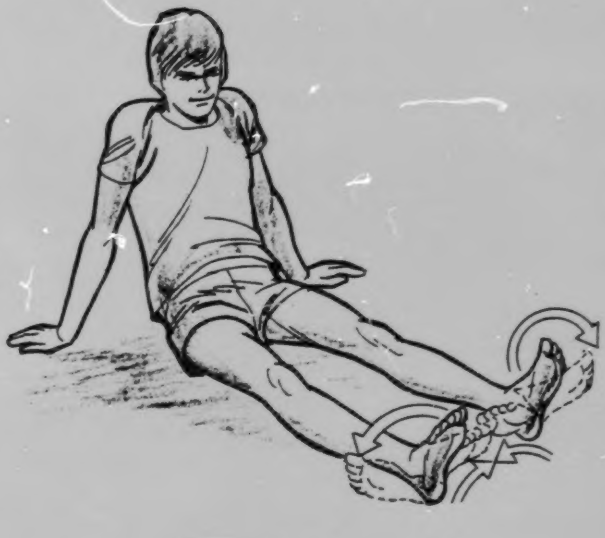
TASK ANALYSIS

a. Stand with feet slightly apart and feet flat on the ground.
b. Swing one arm forward in a large circle.
c. Repeat circling backward.
d. Repeat for other arm.

14. Perform an ankle rotation exercise properly.

TASK ANALYSIS

a. Sit on the floor with legs straight.
b. Place heels about shoulder width apart.
c. Place hands on floor behind body for support.
d. Move toes in large circular movements.
e. Press feet out and around, then in and towards body.
f. Do movement first in one direction, then in reverse.
g. Repeat exercise 3 times; gradually increase to 6 repetitions.



STRENGTHENING EXERCISES

1. Perform sit-up exercises.

TASK ANALYSIS

a. Lie on floor with knees bent.
b. Clasp hands behind head.
c. Come up to a sitting position.
d. Touch right elbow to left knee.
e. Return to lying position and repeat on opposite side.
f. Repeat exercise 5 times; gradually increase to 10 times or more.

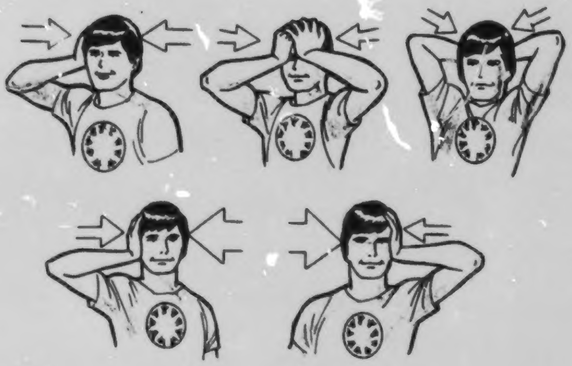
TEACHING SUGGESTION

- **Have partner hold feet or place feet under a chair for support.**

2. Perform an isometric neck exercise properly.

TASK ANALYSIS

a. Push against hand with head as hard as possible without causing motion.
b. Push forward, hands on forehead; hold for 5 seconds.
c. Push backward, hands on back of head, hold for 5 seconds.
d. Push head to right side, right hand resisting; hold for 5 seconds.
e. Push head to left side, left hand resisting; hold for 5 seconds.
f. Repeat exercise 3 times; gradually increase to 6 times.



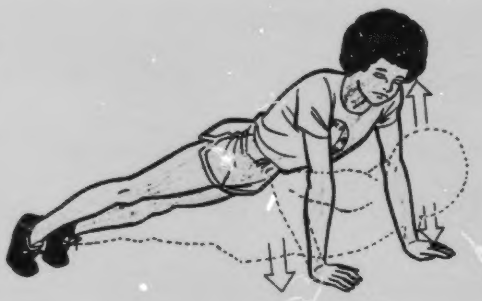
3. Perform push-ups.

TASK ANALYSIS

a. With body inclined forward, place weight on hands and feet.
b. Bend arms to bring chest to floor then push up to original position. Do not bend hips.
c. Repeat exercises 5 times and gradually increase to 10 repetitions.

TEACHING SUGGESTION

- **Start from kneeling position. Kneel with body inclined forward, placing weight on hands and knees. Bend arms to bring chest to floor then push up to original position. Do not bend hips.**



4. Perform an ankle roll exercise.

TASK ANALYSIS

a. Stand erect, arms at sides, feet shoulder-width apart.
b. Slowly raise up onto toes, then lower until feet are flat on floor.
c. Roll feet outward so that inside edge of foot is off of the floor. Roll feet inward so that outside edge of foot is off of the floor.
d. Return to starting position.
e. Repeat exercise 3 times; gradually increase to 6 repetitions.

RUNNING WARM-UP

1. Run around a gym floor for 5 minutes.

TASK ANALYSIS

a. Perform run/walk intervals around the track or floor.
b. Gradually increase running distance and decrease walking distance.
c. Run around the track or gym floor for 5 minutes without stopping.

SPORTS SKILLS ASSESSMENT-LEVEL I

INSTRUCTIONS

The Sports Skills Assessment is designed to determine the athlete's present level of functioning within a specific skill or sport and to determine the athlete's progress through training.

In administering the test, observe each athlete as he/she performs each test item. Score the athlete accordingly by checking the box located to the left of the task performed. If there is any question as to the athlete's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each athlete, add up the total number of boxes annd indicate the athlete's present level of ability (i.e., Beginner, Rookie, Winner, etc.). If the athlete is performing at a higher skill level than measured in the Skills Assessment—Level I, re-evaluate the student utilizing Skills Assessment—Level II.

Skill Assessment—Level One

Pre Score Post Score Test Item #1 **TUMBLING**

☐ ☐ Attempts to do a roll.
☐ ☐ Performs forward roll.
☐ ☐ Performs backward roll.
☐ ☐ Performs backward straddle roll.
☐ ☐ Performs backward roll extension.
☐ ☐ Performs cartwheel.
☐ ☐ Performs roundoff.
☐ ☐ Performs compulsory routine Level I.

Test Item #2 **FREE EXERCISE**

☐ ☐ Attempts to perform free exercises.
☐ ☐ Performs a shoulder balance.
☐ ☐ Performs squat balance.
☐ ☐ Performs squat balance headstand.
☐ ☐ Performs forearm balance.
☐ ☐ Performs bridge.
☐ ☐ Performs back walkover.
☐ ☐ Performs compulsory routine Level I.
*Music optional

Test Item #3 **BEAM** (Perform at low height.)

☐ ☐ Attempts to walk beam.
☐ ☐ Performs forward walk (toe-heel) on beam.
☐ ☐ Performs backward walk on beam.
☐ ☐ Performs slide step on beam.
☐ ☐ Performs change of directions on beam.
☐ ☐ Performs locomotor skills on beam (jump, leap, skip).
☐ ☐ Performs compulsory routine Level I.
*Music optional

Pre Score Post Score Test Item #4 **PARALLEL BARS**

☐ ☐ Attempts to do maneuvers on parallel bars.
☐ ☐ Performs straight arm support.
☐ ☐ Performs straddle seat.
☐ ☐ Performs dips.
☐ ☐ Performs upper arm support.
☐ ☐ Performs front dismount.
☐ ☐ Performs compulsory routine Level I.

Test Item #5 **UNEVEN PARALLEL BARS**
(Perform at low height.)

☐ ☐ Attempts to do maneuvers on uneven parallel bars.
☐ ☐ Performs mount to straight arm support.
☐ ☐ Performs jump to hang on high bar.
☐ ☐ Performs jump to hang on high bar; swings tucked legs to rest on low bar.
☐ ☐ Performs skin-the-cat dismount.
☐ ☐ Performs forward roll dismount.
☐ ☐ Performs compulsory routine Level I.

Test Item #6 **SIDE HORSE**

☐ ☐ Attempts to do side horse maneuvers.
☐ ☐ Performs jump to support position.
☐ ☐ Performs uphill support.
☐ ☐ Performs center support.
☐ ☐ Performs downhill support.
☐ ☐ Performs single leg half circle.
☐ ☐ Performs a travel.
☐ ☐ Performs alternate half circles.
☐ ☐ Performs squat through to L-squat.
☐ ☐ Performs dismount.
☐ ☐ Performs compulsory routine Level I.

Pre Score ☐ Post Score ☐ Test Item #7 **VAULTING** (Perform on horse placed in horizontal position.)

☐ ☐ Attempts to do a vault.
☐ ☐ Performs take-off on jump board.
☐ ☐ Performs courage vault.
☐ ☐ Performs front vault.
☐ ☐ Performs flank vault.
☐ ☐ Performs squat vault.

Test Item #8 **RINGS** (Perform at low height.)

☐ ☐ Attempts to do maneuvers on rings.
☐ ☐ Performs chin-up.
☐ ☐ Performs straight hang tuck.
☐ ☐ Performs chin-up with legs in L position.
☐ ☐ Performs chin-up, one arm to the side.
☐ ☐ Performs inverted pike hang.
☐ ☐ Performs dismount.
☐ ☐ Performs compulsory routine Level I.

Pre Score Post Score Test Item #9 **HIGH BAR** (Perform at low height.)

☐ ☐ Attempts to perform high bar maneuvers.
☐ ☐ Performs front support mount.
☐ ☐ Performs skin the cat.
☐ ☐ Performs chin-up.
☐ ☐ Performs tuck L hang.
☐ ☐ Performs forward hip circle.
☐ ☐ Performs back dismount.
☐ ☐ Performs a knee hang.
☐ ☐ Performs compulsory routine Level I.

Test Item #10 **SPORTS PARTICIPATION**

☐ ☐ Warms up prior to participating in gymnastics.
☐ ☐ Shows enthusiasm during gymnastics participation.
☐ ☐ Participates occasionally.
☐ ☐ Participates consistently with supervision.
☐ ☐ Understands the basic rules and scoring procedures.
☐ ☐ Participates cooperatively and competitively.

Check the appropriate skill achieved:

____
PRE SCORE

☐ 0-10 BEGINNER
☐ 11-20 ROOKIE
☐ 21-30 CHAMP

____
POST SCORE

☐ 0-10 BEGINNER
☐ 11-20 ROOKIE
☐ 21-30 CHAMP

__________ hrs.
APPROXIMATE TRAINING TIME

2.0 Given demonstration and practice, the student will successfully execute the necessary skills to perform Level I Gymnastics Skills.

TUMBLING

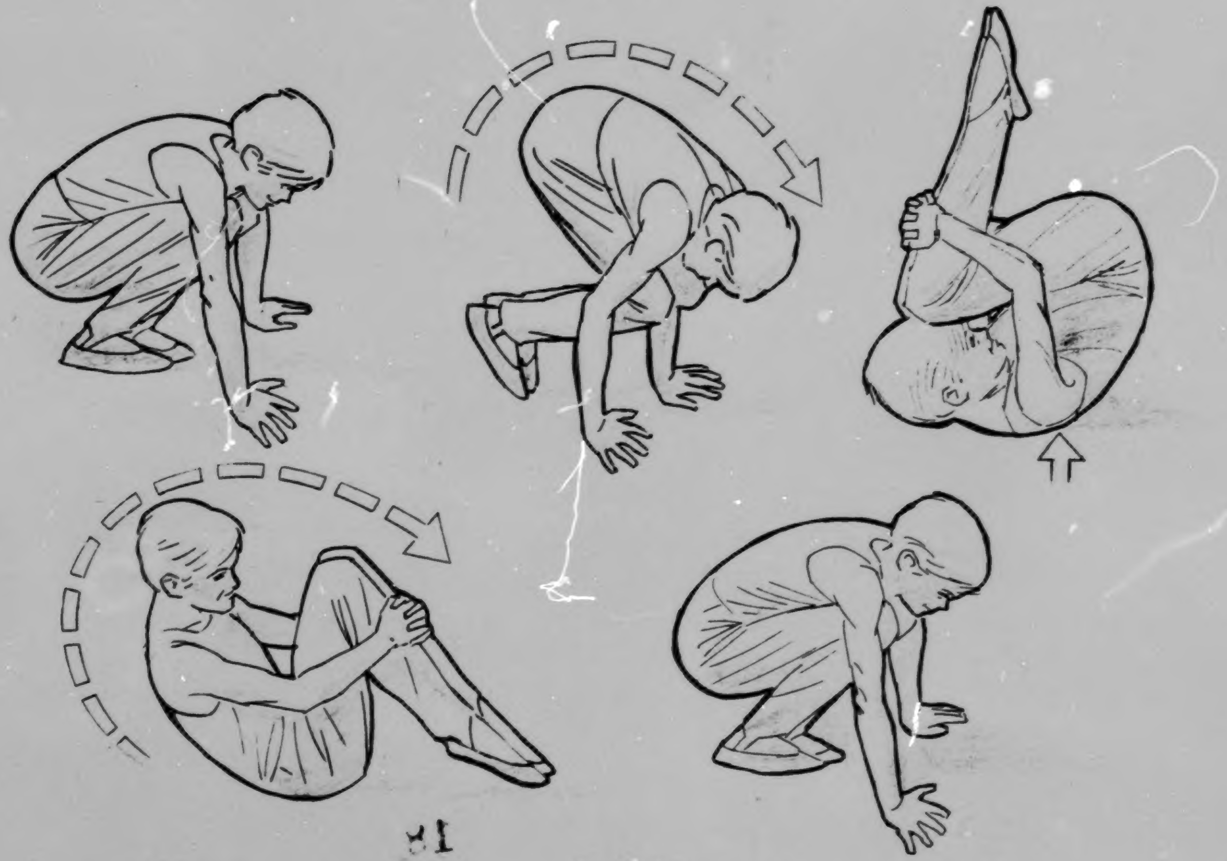
1. Perform a forward roll 3 out of 5 times.

TASK ANALYSIS

a. Squat down with knees together.
b. Place hands just in front of feet on the mat.
c. Raise hips, extend legs and push off with feet.
d. Slowly relax shoulders and bend arms.
e. Extend legs to give forward motion.
f. Tuck chin to chest.
g. Body weight is transferred from hands to back of shoulders (upper back). The head does not touch, or merely brushes, the floor.

TEACHING SUGGESTIONS

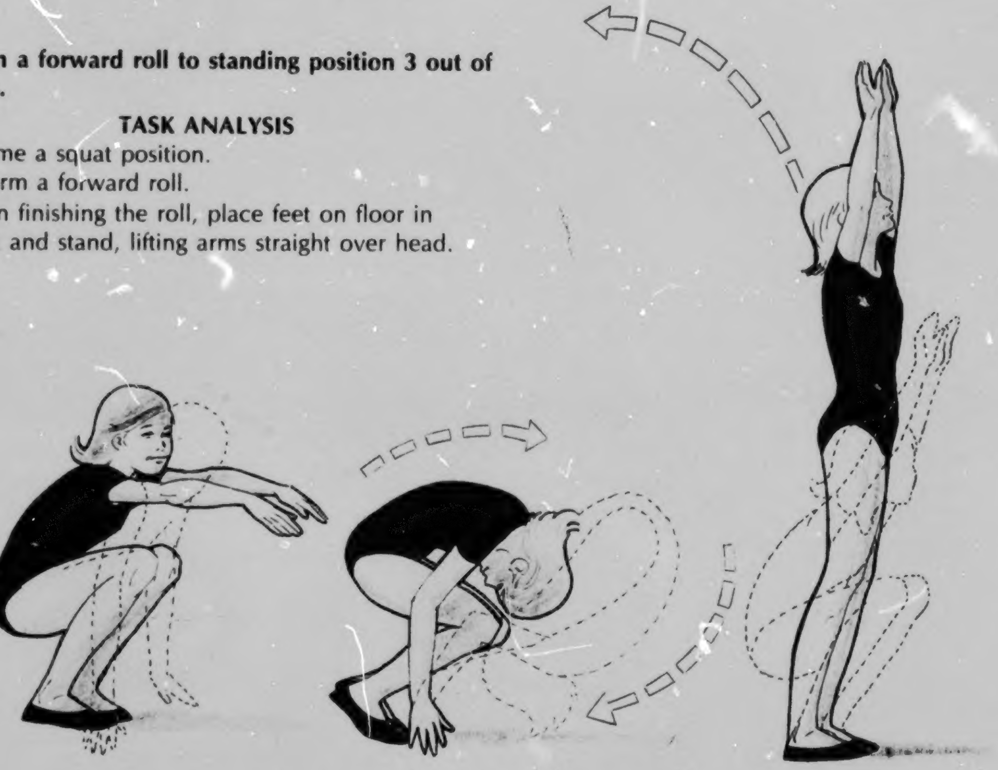
- **SPOTTING: Kneel to the side of the student. Place hand on the back of the neck to insure the tuck of the head. Place the other hand on the back of the thigh to give an extra push for momentum.**
- **Place markers on the mat for proper hand and foot placement.**
- **Model correct position.**
- **Instruct student to look at his/her belly button.**
- **Place a rolled up sock or a yarn ball underneath student's chin.**
- **Ask student if he/she can see his/her feet.**
- **Model the tuck position.**
- **Use an incline mat.**



2. Perform a forward roll to standing position 3 out of 5 times.

TASK ANALYSIS

a. Assume a squat position.
b. Perform a forward roll.
c. When finishing the roll, place feet on floor in squat and stand, lifting arms straight over head.



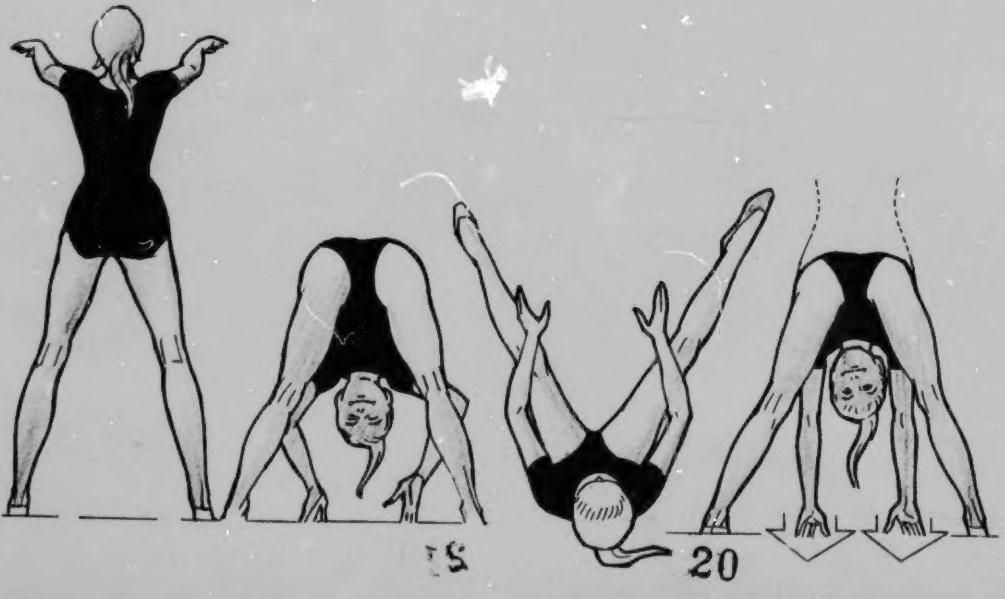
3. Perform a straddle forward roll 3 out of 5 times.

TASK ANALYSIS

a. Start in a straddle standing position.
b. Begin a straddle roll without bending legs.
c. Place hands between legs as close to the body as possible as hips contact the floor.
d. With fingers facing forward, push up to a straddle position standing.

TEACHING SUGGESTIONS

- **Start in a straddle stand.**
- **Lay on back, legs straddled in air; rock with hands moving from shoulder position to between legs—do several times.**
- **Do two in a row.**



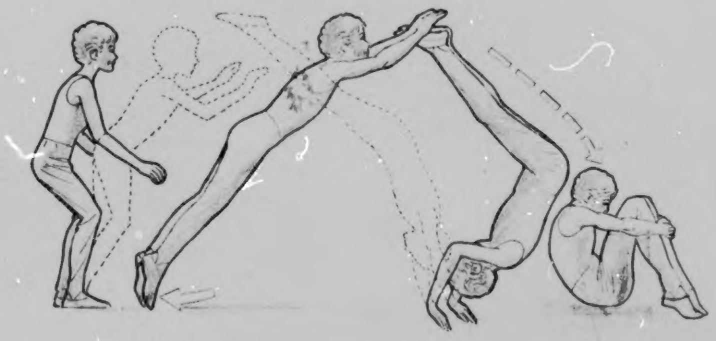
4. Perform a dive forward roll 3 out of 5 times.

TASK ANALYSIS

a. Assume a semi-squat position with arms back and shoulders forward.
b. Force arms forward and upward; push off, extending legs and lifting up the hips, causing momentary suspension in the air.
c. Hit the mat first with the hands and partially absorb the force of the body.
d. Bend arms, tuck head and lower upper body onto the mat and continue to roll forward. Head does not hit, or merely brushes, the floor.

TEACHING SUGGESTIONS

- **Do a forward roll from a stand as a lead up.**
- **Model a dive roll.**
- **Do dive rolls over people.**
- **Do dive rolls over rolled up mats.**
- **Do dive rolls through the legs of a person doing a headstand with legs straddled.**
- **Do continuous dive rolls.**
- **Do dive rolls through hula hoops.**



BACKWARD ROLL

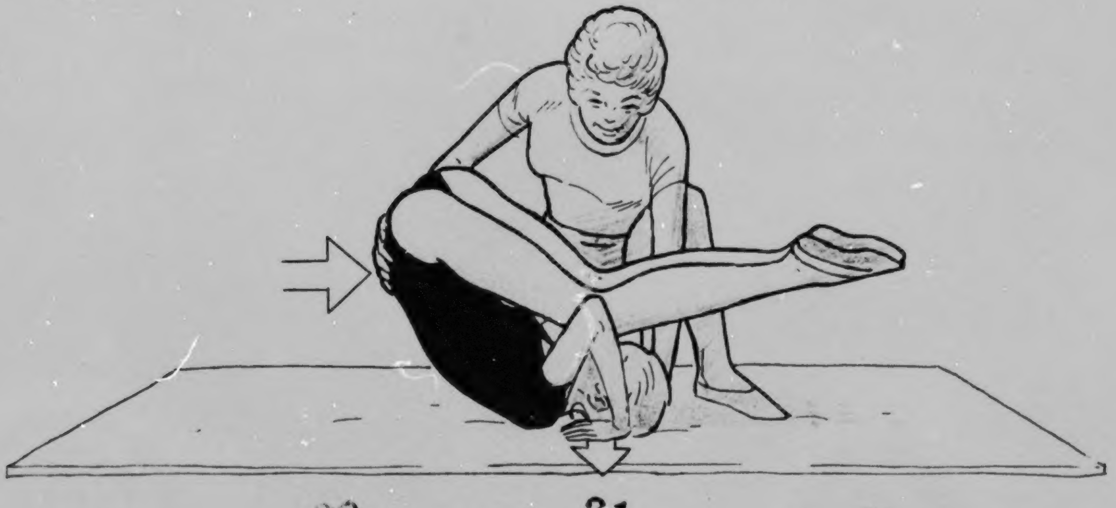
1. Perform a backward roll 3 out of 5 times.

TASK ANALYSIS

a. Lie on back.
b. Place hands on the mat next to the head with palms down and thumbs pointing to the ears. (Note: Natural movement of the hands.)
c. Bring feet over the head (knees over top of head). Keep chin tucked into chest.
d. Push off with hands for momentum to complete roll.

TEACHING SUGGESTIONS

- **SPOTTING: Kneel next to the student. Place one hand on the back of the neck. Place other hand on the hip to assist in lifting hips as they are brought over the head to resume the squat position.**
- **Never push the student over backwards. Give assistance by lifting the student at the hips, relieving the weight on the neck.**
- **Use an incline mat.**



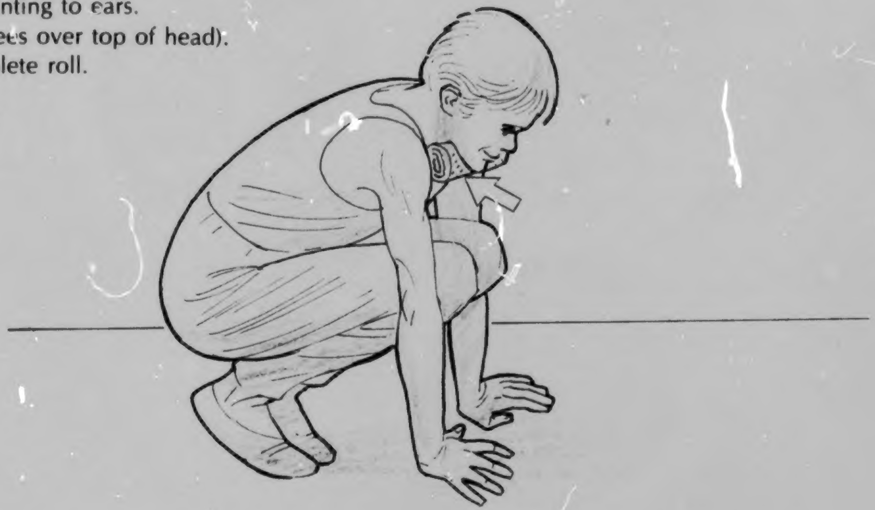
2. Perform a backward roll from a squat position 3 out of 5 times.

TASK ANALYSIS

a. Assume a squat position.
b. Place knees together and arms out in front.
c. Tuck chin to chest.
d. Roll body backward.
e. Place hands on the mat next to the head with palms down and thumbs pointing to ears.
f. Bring feet over the head (knees over top of head).
g. Push off with hands to complete roll.

TEACHING SUGGESTIONS

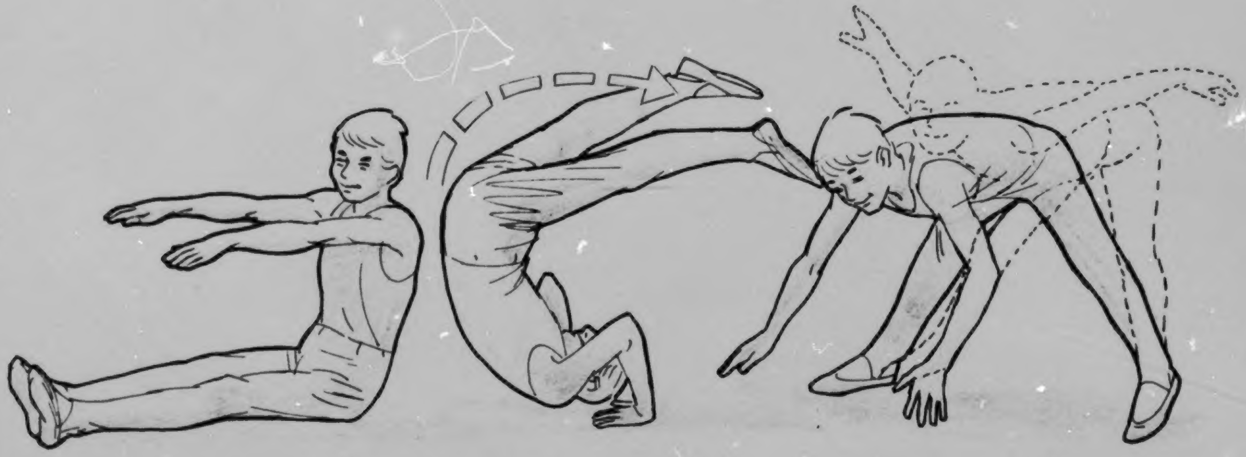
- **Instruct student to look at his/her belly button.**
- **Place a rolled up sock or a yarn ball underneath student's chin.**
- **Instruct student to keep tightly tucked like a ball.**



3. Perform advanced backward roll skills 3 out of 5 times.

TASK ANALYSIS

a. Execute a backward roll to squat and add a jump at the end.
b. Execute a backward roll to knee scale.
c. Execute a backward straddle roll.



HEADSTAND

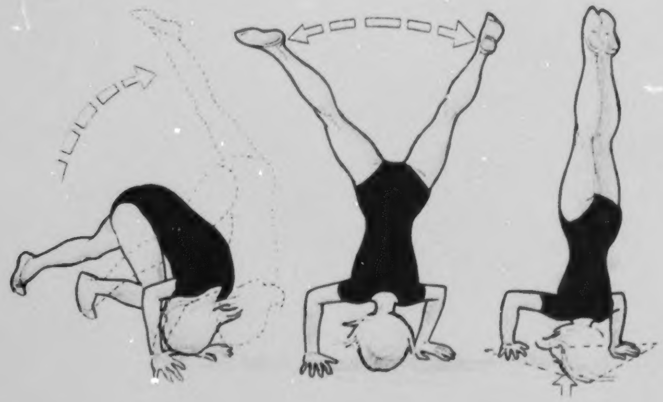
1. Perform a tripod stand 3 out of 5 times.

TASK ANALYSIS

a. Assume a squat position on the mat.
b. Place hands on the mat shoulder-width apart and about 30 centimeters in front of the feet.
c. Point fingers straight ahead.
d. Bend elbows about 90 degrees.
e. Place forehead on the floor about 30 centimeters in front of the hands.
f. Press down on the hands and lift the hips to a vertical position above the head (feet are still on the ground).
g. Place knees on the bent elbows and maintain balance in a tucked position.

TEACHING SUGGESTIONS

- **SPOTTING: Kneel next to the student. Aid in the placement of the hands and head. Spot at the hips to raise the student up to a balanced position. Try to lift the student's arms; if lifting, they are not supporting enough of the student's weight.**
- **Use a paper triangle to indicate proper placement of head and hands.**
- **Once tripod is learned, practice lifting legs slightly off the elbows and holding balance.**



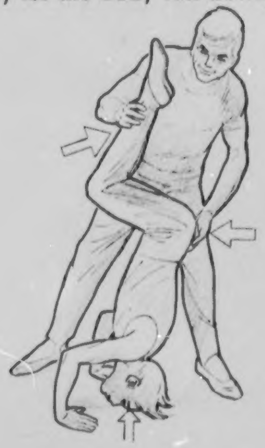
2. Perform a headstand 3 out of 5 times.

TASK ANALYSIS

a. Squat down on the mat.
b. Place hands on the floor about 30 centimeters in front of the body.
c. Place hands shoulder-width apart.
d. Point fingers straight ahead, away from the body.
e. Bend arms and place head on the mat about 30 centimeters in front of the hands.
f. Press down on the hands and lift the hips up to a vertical position above the head.
g. Hold the tripod position until balance is achieved.
h. Raise one leg up followed by the other leg forming a straight line between the head and toes while maintaining balance.
i. Keep the weight evenly distributed between the hands and the head.
j. Keep body tight.
k. Tuck head and roll out of the headstand.

TEACHING SUGGESTIONS

- **SPOTTING: Kneel next to the student. Aid in the placement of hands and head. Spot at the hips to raise the student to a balanced position. Prevent legs and body from falling.**
- **Hold feet and slowly let the body roll down.**



HANDSTAND

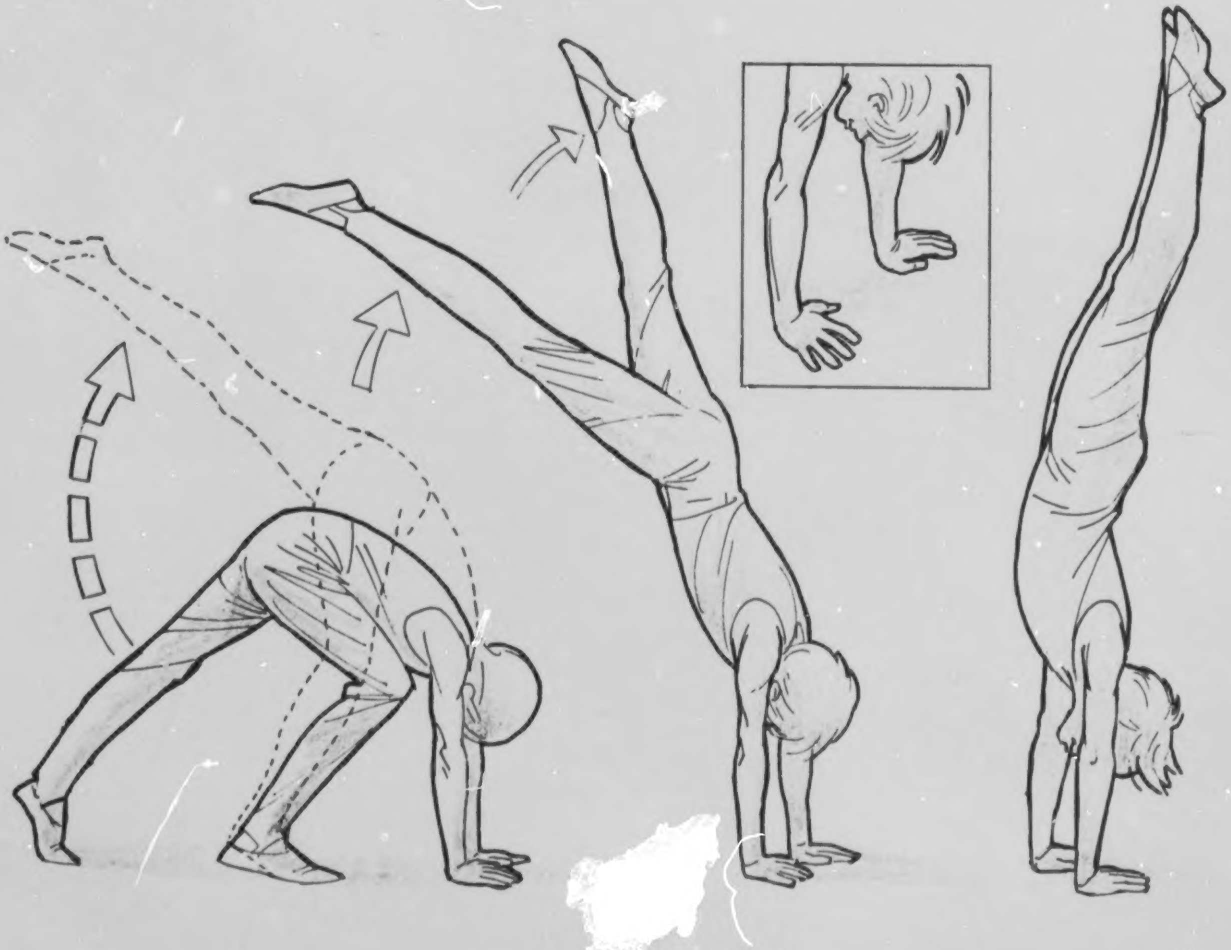
1. Perform a handstand 3 out of 5 times.

TASK ANALYSIS

a. Bend forward in a lunge position.
b. Place hands on the floor shoulder-width apart and about 45 centimeters in front of the front foot.
c. Point fingers straight ahead, away from the body.
d. Keep elbows straight and shoulders directly over fingers.
e. Lean forward and distribute weight on to the hands.
f. Kick the back leg up followed by the other leg, bringing the body up into a vertical position.
g. Keep legs together and toes pointed.
h. Keep body tight.
i. Keep head between arms.
j. Pike at the hips and land on the feet in the original lunge position.

TEACHING SUGGESTIONS

- **SPOTTING: Stand next to the student on the mat. As student kicks up into a handstand, reach for the trailing leg and bring the legs up into a handstand position. Spot around the waist to help maintain balance. Later just hold the legs for balance purposes.**
- **Practice kicking legs up.**
- **Have students do a handstand against the wall first. This gives them confidence and helps coordinate time for spotting.**
- **Have students walk on hands after balance has been established.**
- **Have students tuck head, bend elbows and roll out of handstand.**



HEADSPRING

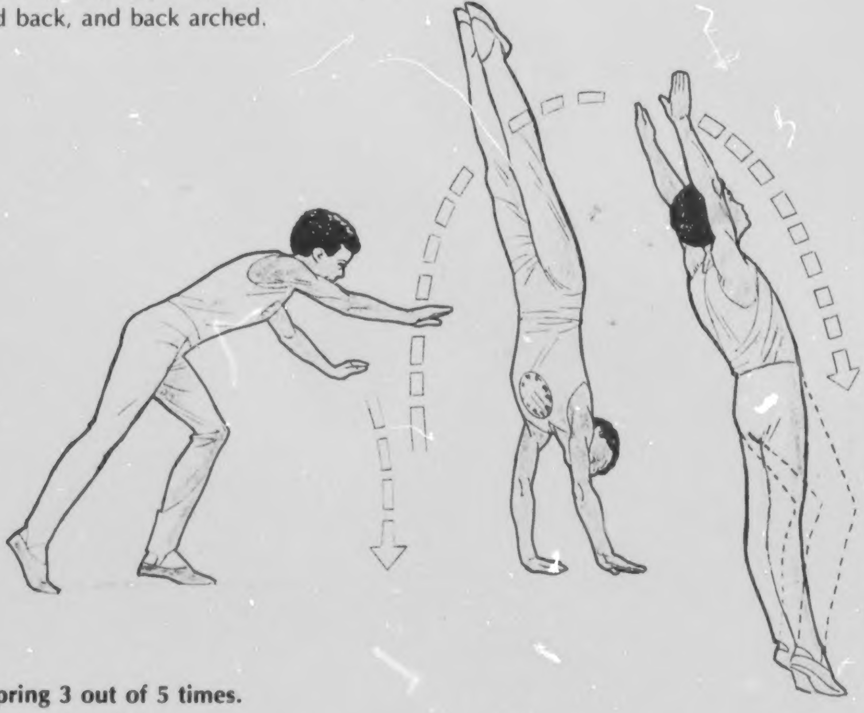
1. Perform a headspring 3 out of 5 times.

TASK ANALYSIS

a. Assume a standing position.
b. Place hands on mat about shoulder-width apart with top of head in front of hands.
c. Push off with feet to roll hips over.
d. Keep legs extended and back straight until hips are vertical to ground.
e. Whip legs overhead in an arc and push off with hands, arching back.
f. Extend hips and land on feet, with hands overhead, head back, and back arched.

TEACHING SUGGESTIONS

- **SPOTTING: Place inside hand on student's upper arm and outside hand on upper back. Lift the student slightly to give him/her the feeling of rising from the floor.**
- **Have student place hands as if he/she were going to do a headstand.**
- **Have student practice skill over a rolled mat with assistance of a spotter.**



HANDSPRING

1. Perform a handspring 3 out of 5 times.

TASK ANALYSIS

a. Assume a standing position.
b. Take a short running approach, skipping on the final step.
c. Place both hands on mat ahead of feet.
d. Kick one foot overhead, followed by the other, kicking into an arched position.
e. Keep arms straight and eyes on mat just ahead of hands.
f. Push off of mat with shoulders and wrists, keeping arms straight as body passes through handstand position.
g. Continue over to feet landing on toes, with body in arched position, and head looking up and arms next to ears.

TEACHING SUGGESTIONS

- **Variations: Step out one leg before the other one on landing; do 2 in a row with 1 as a step out and the other with a two-foot landing.**

CARTWHEEL

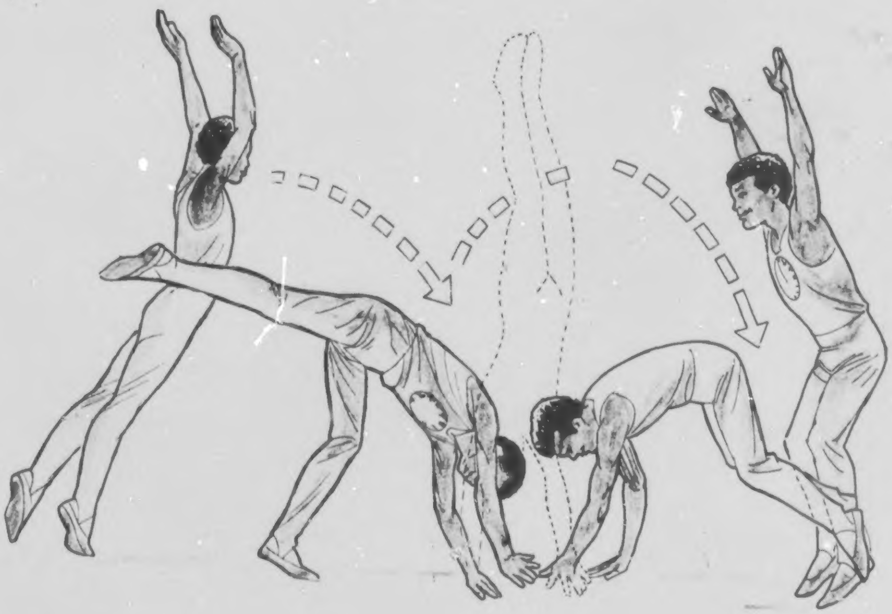
1. Perform a cartwheel 3 out of 5 times.

TASK ANALYSIS

a. Stand facing sideways to the mat.
b. Lift arms up straight over the head.
c. Take step to the side with the front knee bent and the rear leg straight.
d. Transfer weight onto the lead foot with bent knee (lead with preferred foot).
e. Place the same hand as foot first on the mat directly in line with the foot.
f. Place both hands in line with the front foot.
g. Kick legs to the side and up.
h. Keep arms straight to support the body and legs apart. Land with one leg then the other and stand keeping arms close to the head.
i. End up facing in the same direction as started.

TEACHING SUGGESTIONS

- **SPOTTING: Stand to the back of the student. Cross arms left over right. Place hands on student's waist before he/she begins the cartwheel. Support waist and lift hips. Arms will uncross as student is upside down and cross over opposite as the student lands and is standing.**
- **Model a cartwheel.**
- **Emphasize kicking high with straight arms and legs apart.**
- **Use a straight line as a guide for placement of hands and feet.**
- **Variations: One-arm cartwheel (close or far arm); switch leg cartwheel; cartwheels to both sides; dive and pop cartwheels.**



ROUNDOFF

1. Perform a roundoff 3 out of 5 times.

TASK ANALYSIS

a. Start from a run.
b. Step onto cartwheel leg.
c. Perform same movement as in performing a cartwheel.
d. Bring legs together in the air.
e. Pike out of the maneuver, lifting arms to stretch position overhead.
f. Finish facing in the opposite direction from starting position.

SUGGESTED TUMBLING COMBINATION-LEVEL I

Tumbling provides the athlete with opportunities to combine skills and create routines. The following are suggestions for combining skills and routines.

1. **Perform a combination of Level I tumbling skills 3 out of 5 times.**

TASK ANALYSIS

a. Perform a combination that includes 3 Level I skills.
b. Once combination is achieved, repeat combination as a routine.

Suggested Combinations:

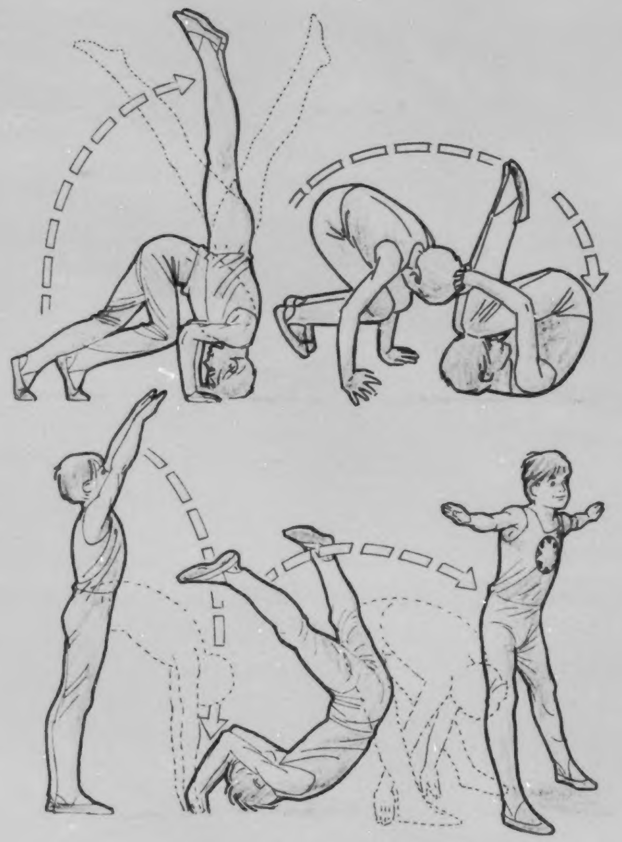
- Forward roll to squat into backward roll.
- Headstand—forward roll—forward straddle roll.
- Cartwheel—roundoff—backward roll.
- Front handspring—round off—straight jump up.
- Handstand—forward roll—headstand—forward roll—dive forward roll.

Compulsory Routine—Tumbling Level I

Each athlete should perform a compulsory routine of Level I free exercise skills. This routine should include the following skills:

Compulsory Routine:

1. Mount: Come to attention.
2. Forward roll.
3. Forward roll.
4. Backward roll.
5. Backward roll.
6. Dismount: Hold position for 2 counts.



BALANCE SKILLS

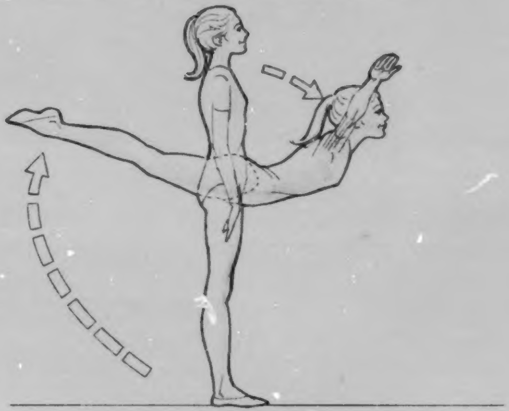
1. Perform a front scale balance skill 3 out of 5 times.

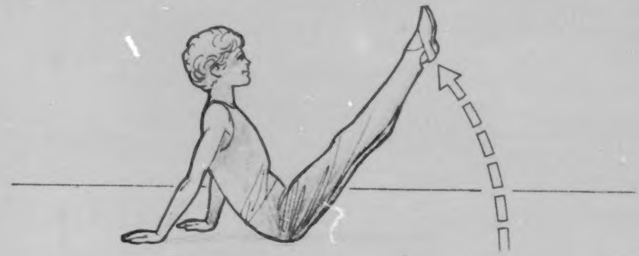
TASK ANALYSIS

a. Start in standing position.
b. Keep the head and chest up while raising one leg as high as possible to the rear.
c. Balance on the other leg.
d. Hold arms in a swan-like position.
e. Knee and shoulder should be at same height, and both should be as high, or higher, than hips.

TEACHING SUGGESTIONS

- **SPOTTING: Stand beside student and place one hand on waist and other hand on upper abdomen to assist balance.**
- **Experiment with different arm positions.**

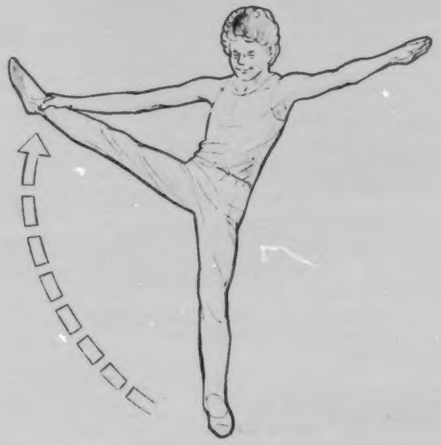




2. Perform a side needle scale balance skill 3 out of 5 times.

TASK ANALYSIS

a. Start in a standing position.
b. Lift right leg up into the air to the side of the student.
c. Grasp the ankle of lifted leg with right hand.
d. Pull leg in as close as possible to the body while maintaining balance.



3. Perform a "V" seat balance skill 3 out of 5 times

TASK ANALYSIS

a. Sit on the floor.
b. Raise legs straight up.
c. Hold till chest and legs form a "V".

TEACHING SUGGESTIONS

- **Hands may be placed behind on floor to assist with balance.**

STRENGTH BALANCE SKILLS

1. Perform a tip up balance skill 3 out of 5 times.

TASK ANALYSIS

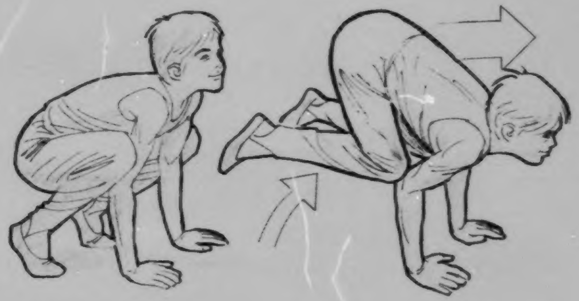
a. From a squat position place hands shoulder width apart on the floor.

b. Lean forward and place one knee on each elbow while keeping the head up.

c. Balance on hands, then return to original squat position.

TEACHING SUGGESTIONS

- **SPOTTING: Kneel to the side. Place one hand on the shoulder and assist in lifting the legs with the other.**
- **Spread the fingers for more stability.**



2. Perform a head stand to hand stand strength balance skill 3 out of 5 times.

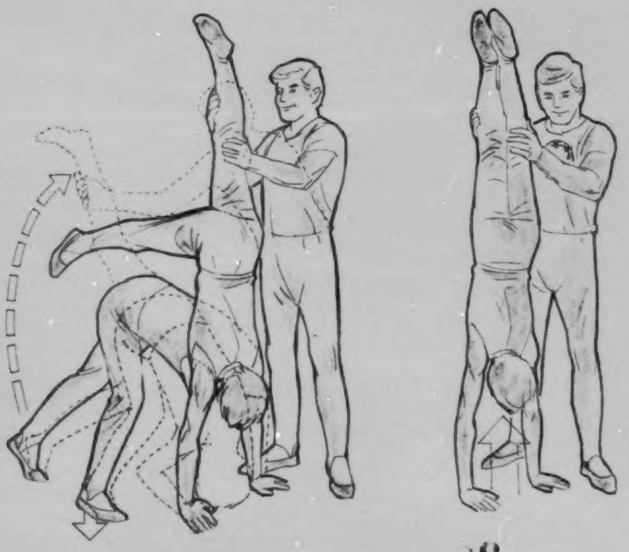
TASK ANALYSIS

a. From a head stand position bring legs downward slightly.

b. Extend legs upward and at the same time push hard with the arms.

c. Continue upward until body is in a hand stand position.

d. Hold position for 3 seconds.



TEACHING SUGGESTIONS

- **SPOTTING: Assist the student by lifting the hips upward into a hand stand position.**
- **Have student place hands close to a wall and kick up into position.**

AGILITY SKILLS LEVEL I

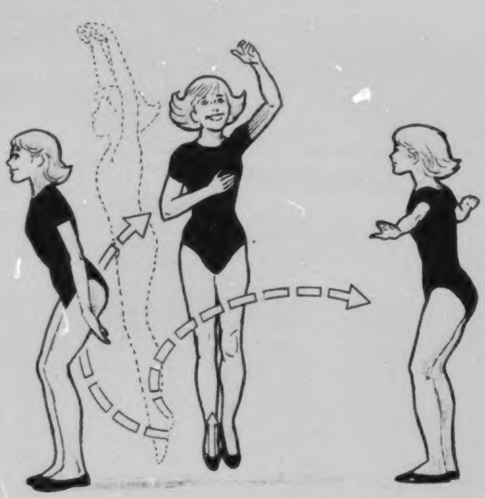
1. Perform a pirouette agility skill 3 out of 5 times.

TASK ANALYSIS

a. From a standing position, jump into the air, both arms in the air overhead.
b. Turn head and shoulder to left and pulling right arm down and across front of chest.
c. Execute a full turn (pirouette) of the body.

TEACHING SUGGESTIONS

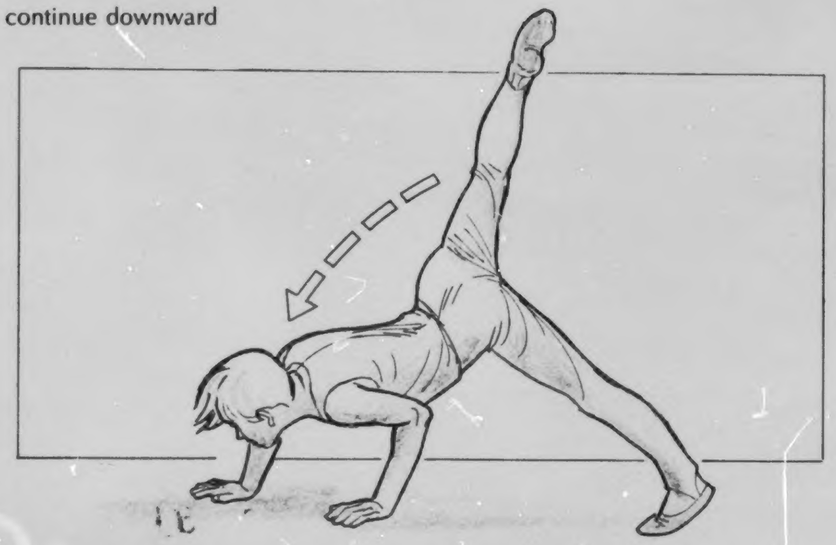
- **Tell student to keep body erect and straight throughout turn.**
- **For more difficulty, execute a full double pirouette.**
- **Lead up skills include a jump with a half pirouette and other jumps.**



2. Perform a straight fall agility skill 3 out of 5 times.

TASK ANALYSIS

a. This skill generally follows a Tinisca or handspring.
b. Fall downward toward floor while elevating one leg and keeping hips straight, back slightly arched, and head up.
c. Catch body with arms.
d. Bend arms to allow chest to continue downward to finish of position.



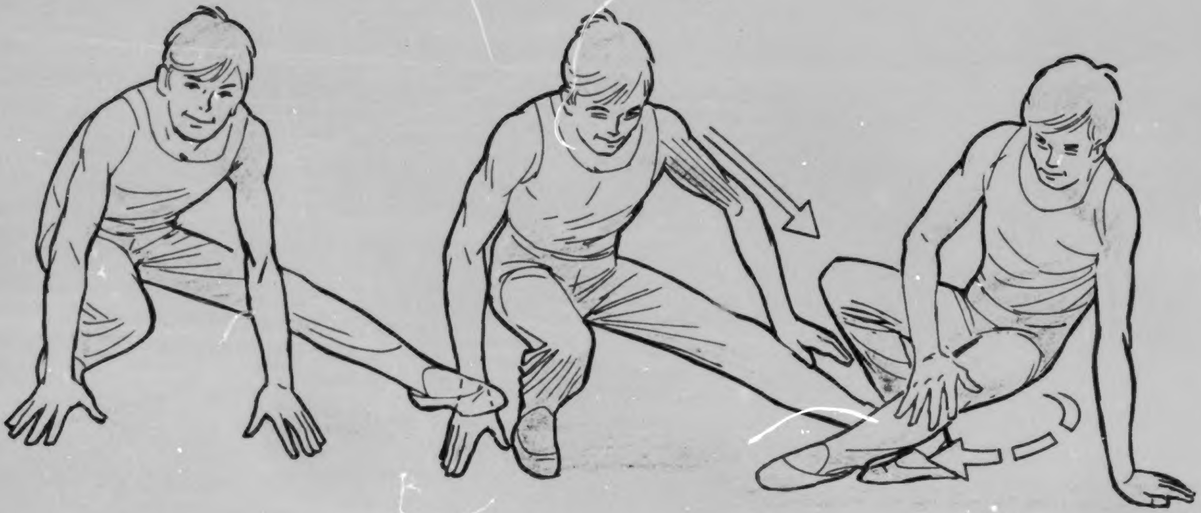
3. Perform a single leg agility skill 3 out of 5 times.

TASK ANALYSIS

a. Start from squat position.
b. Place hands on mat in front of body.
c. Stretch out left leg.
d. Bring left leg forward and around in front of body.
e. Lift one arm at a time as leg passes under.
f. Lift right foot as left leg passes under, move left leg in complete circle around body. Left foot does not touch floor.
g. Continue skill 2 or 3 times.

TEACHING SUGGESTIONS

- **Tell student to keep left leg straight and point toes.**
- **Develop the ability to perform the skill with either leg.**



FLEXIBILITY SKILLS

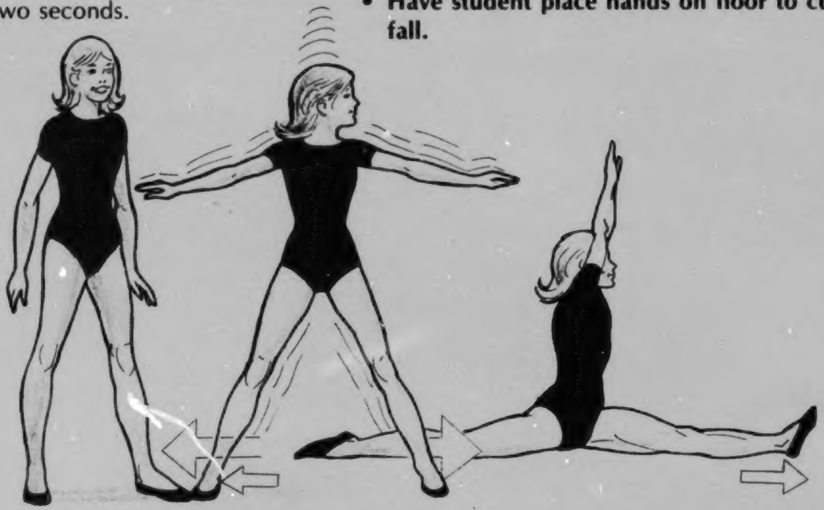
1. Perform a flexibility skill split 3 out of 5 times.

TASK ANALYSIS

a. Stand with one leg ahead of the other.
b. Slowly lower body downward into a split.
c. Hold position for two seconds.

TEACHING SUGGESTIONS

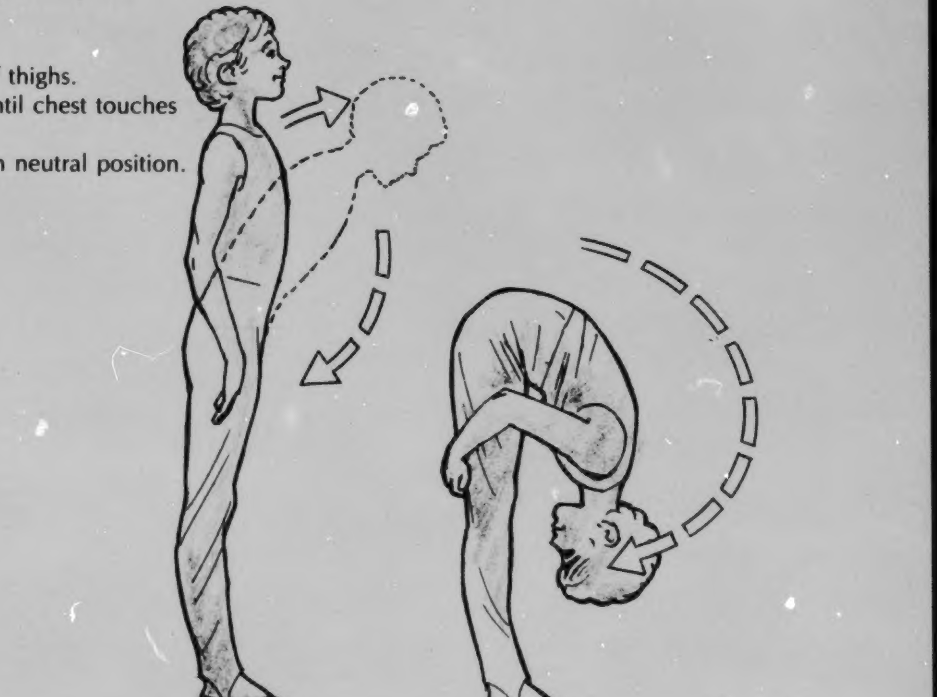
- **SPOTTING: It is important to have students complete stretching exercises prior to performing skill.**
- **Have student place hands on floor to cushion fall.**



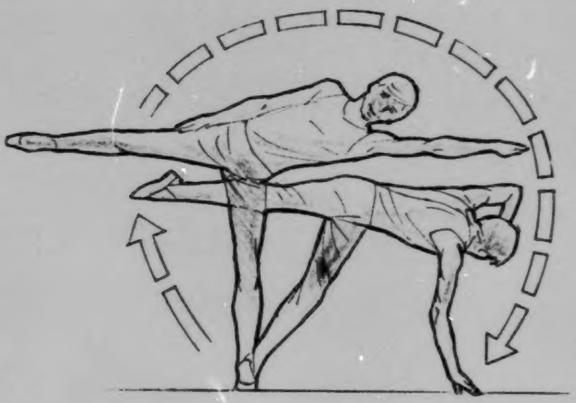
2. Perform chest to thighs agility skill 3 out of 5 times.

TASK ANALYSIS

a. Start in standing position.
b. Bend forward.
c. Grasp with hands on back of thighs.
d. Continue bending forward until chest touches thighs.
e. Do not bend head. Keep it in neutral position.



SUGGESTED FREE EXERCISE COMBINATION-LEVEL I



Suggested free exercise combinations and routines—Level I

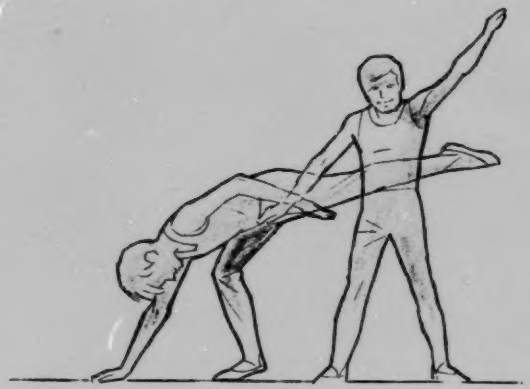
Combinations and routines in free exercise are very easy to adapt and provide a wide range of opportunities. The following are suggestions of combining skills and routines.

1. **Perform a combination of Level I free exercise skills 3 out of 5 times.**

TASK ANALYSIS

a. Perform a combination that includes 3 Level I free exercise skills.

b. Once combination is achieved, repeat combination as routine.



Suggested Combinations

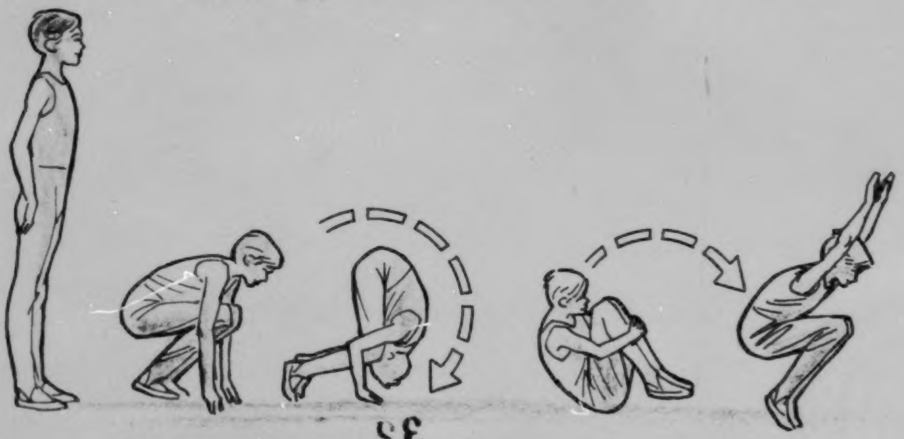
- Start with side scale to forward roll to stand, to cartwheel to forward roll to backward roll.
- Pirouette jump to backward roll, backward straddle roll.
- Front handspring to forward roll to kick up to straight fall to stand, to handspring, to roundoff to stand.

Compulsory Routine Level I

Each athlete should perform a compulsory routine of Level I free exercise skills. This routine should include the following skills:

Compulsory Routine:

1. Mount: Come to attention.
2. Forward roll.
3. Jump one-half turn (pirouette) to backward roll to knees.
4. Form a tripod.
5. Lift to headstand, forward roll to stand.
6. Hold a side scale.
7. Cartwheel
8. Dismount—hold standing position for 2 counts.



FORWARD WALK

(Perform on low beam.)

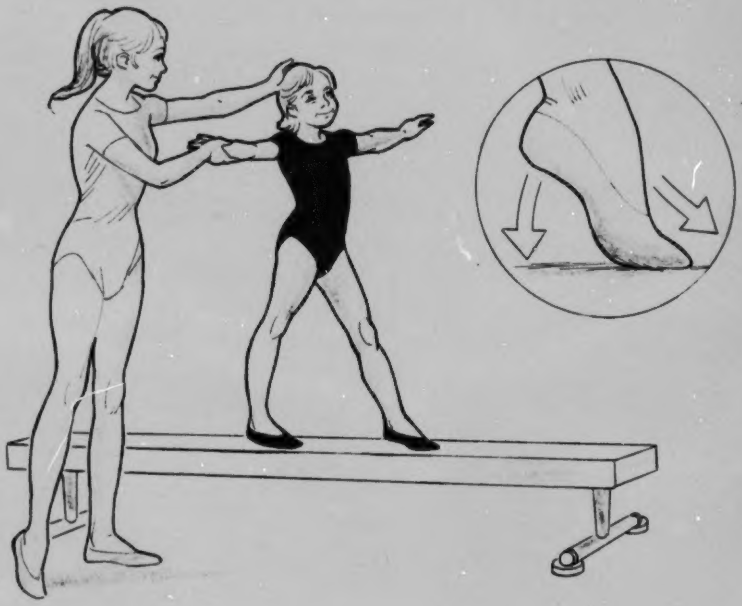
1. Perform walk on beam 3 out of 5 times.

TASK ANALYSIS

a. Start in standing position.
b. Walk forward, toe to heel.
c. Swing arms free and gracefully.
d. Keep body straight.

TEACHING SUGGESTIONS

- **SPOTTING: Assist the student by holding hand as he/she walks down the beam.**
- **Look at end of beam or at wall straight ahead.**



BACKWARD WALK

(Perform on low beam.)

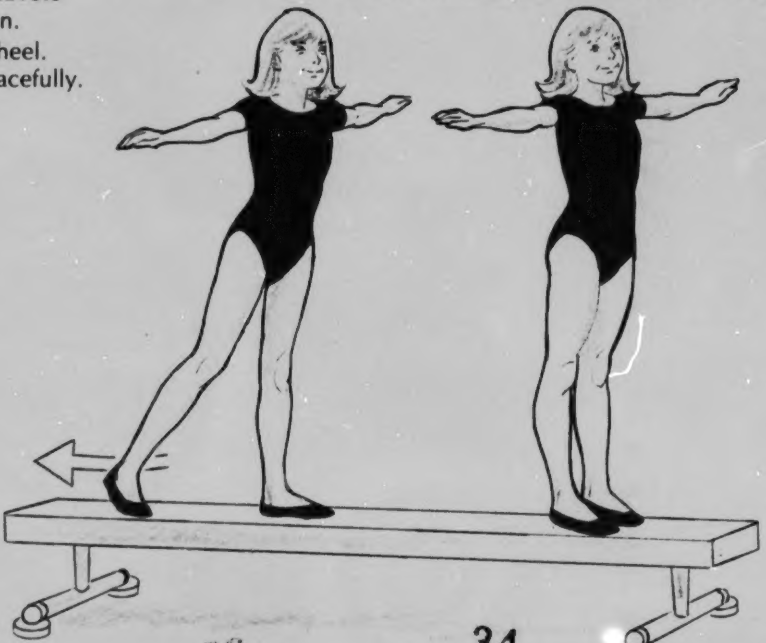
2. Perform a backward walk 3 out of 5 times.

TASK ANALYSIS

a. Start in standing position.
b. Walk backward toe to heel.
c. Swing arms free and gracefully.
d. Keep body straight.

TEACHING SUGGESTION

- **SPOTTING: Same assistance as in forward walk.**



SLIDE STEP

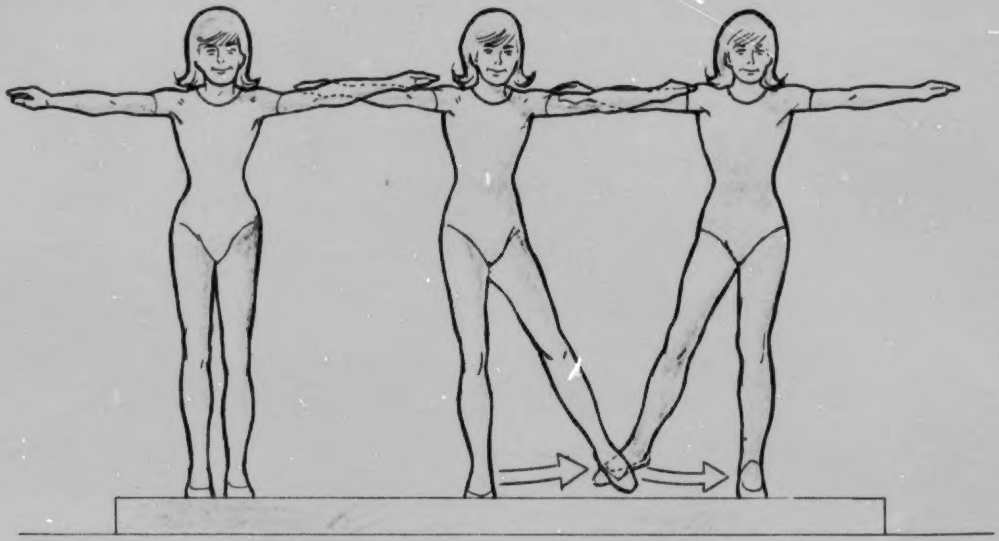
3. Perform slide step 3 out of 5 times.

TASK ANALYSIS

a. Start in standing position with shoulders parallel to the beam.
b. Slide one step to the side.
c. Bring one foot beside the other foot.
d. Continue slide steps.

TEACHING SUGGESTION

- **Practice skills on line on floor.**



TURN

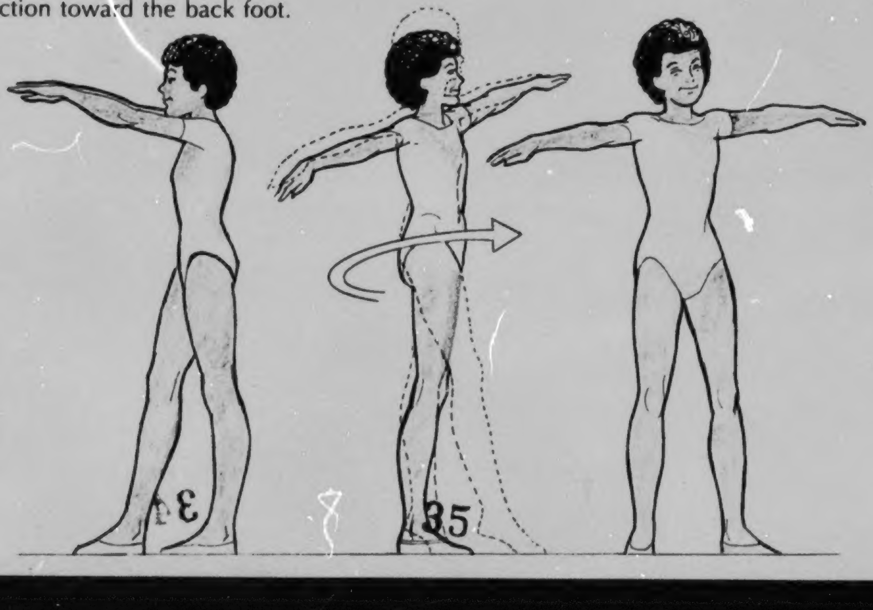
4. Perform change of direction 3 out of 5 times on the beam.

TASK ANALYSIS

a. Start in standing position one foot in front of the other.
b. Execute a pivot turn by raising up on the balls of the feet.
c. Turn in the direction toward the back foot.
d. Lower heels.

TEACHING SUGGESTION

- **Have student do turns on floor prior to mounting beam.**
- **Execute the turn from a squat position.**
- **Attempt turn on one foot.**

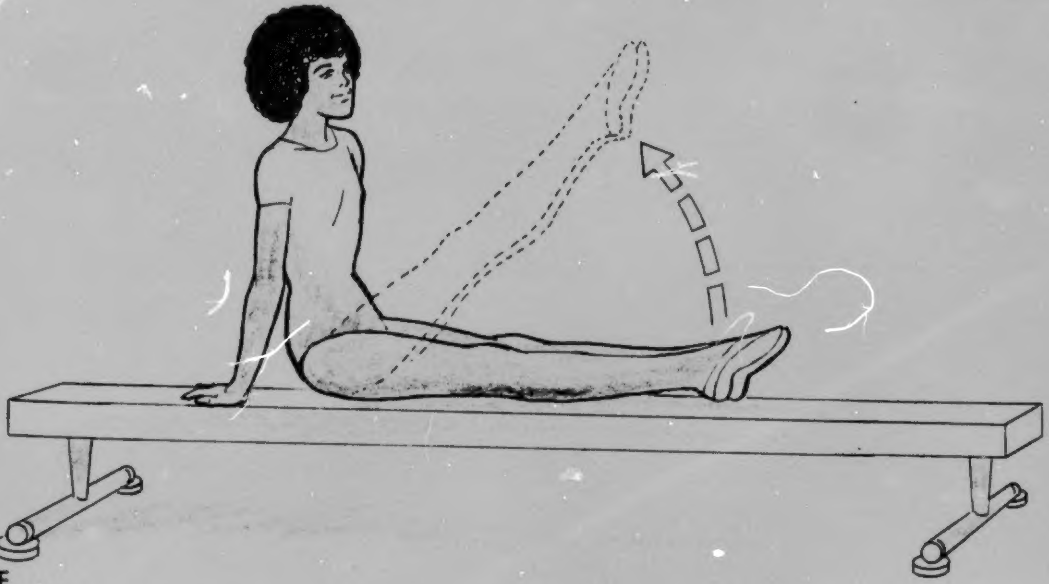


"V" SEAT BALANCE

5. Perform a "V" seat balance skill 3 out of 5 times.
(Use low beams.)

TASK ANALYSIS

a. Same as skill described in Free Exercise.

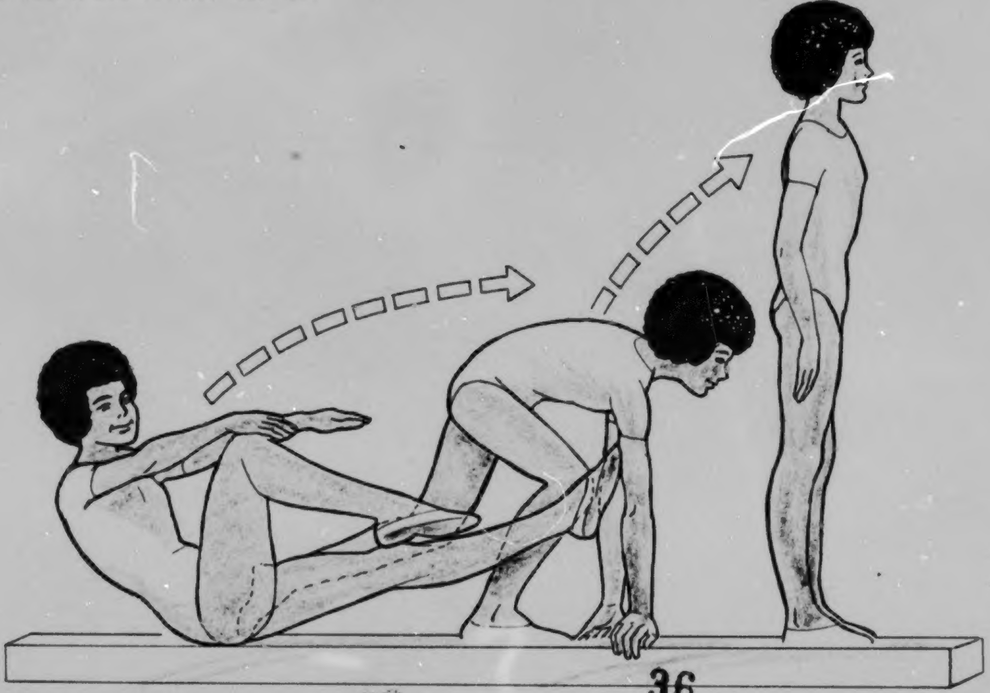


SCALE BALANCE

6. Perform a scale balance 3 out of 5 times.

TASK ANALYSIS

a. Same as skill described in Free Exercise.

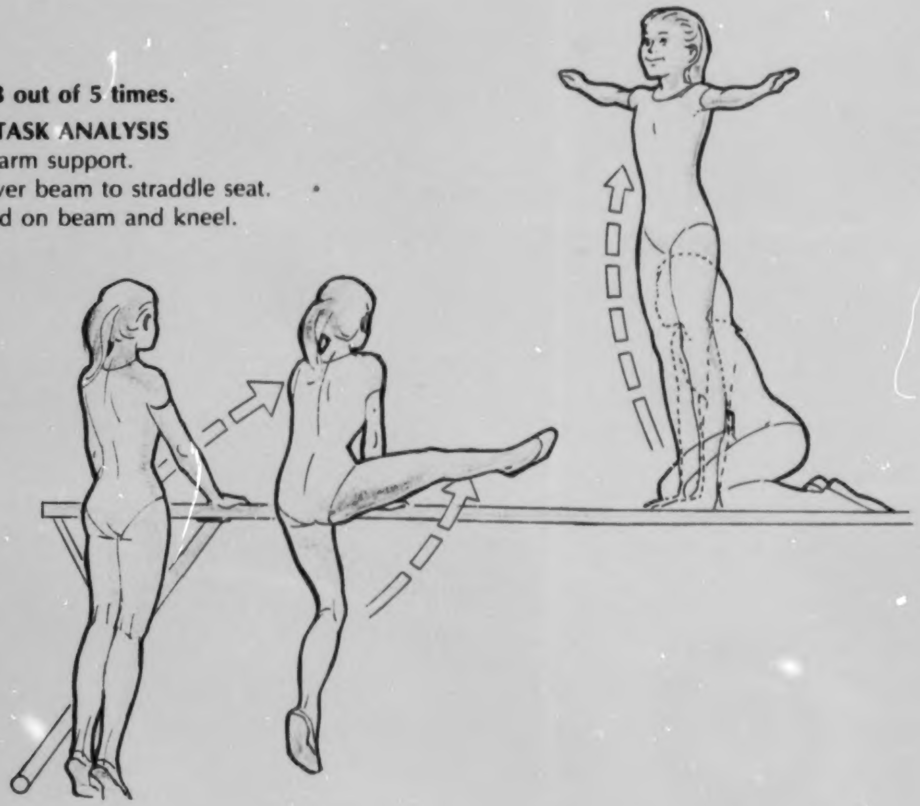


MOUNT

7. Perform a mount 3 out of 5 times.

TASK ANALYSIS

a. Jump to straight arm support.
b. Swing one leg over beam to straddle seat.
c. Hook toes behind on beam and kneel.
d. Stand.



DISMOUNT

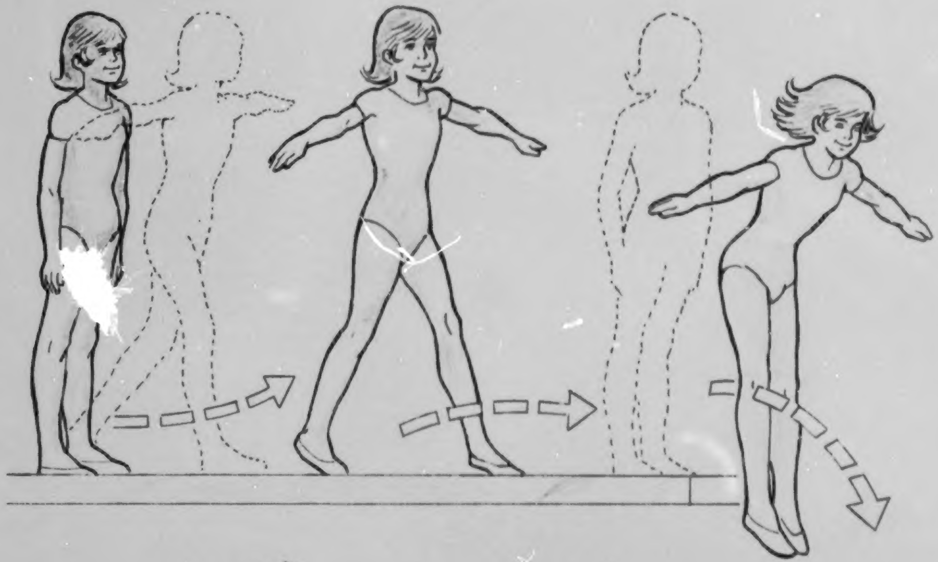
8. Perform a dismount 3 out of 5 times.

TASK ANALYSIS

a. Jump off end of beam
b. Hold standing position for 2 counts.

TEACHING SUGGESTIONS

- **Jump with variations—i.e.—straddle, tuck, one-half turn, etc. . . .**



SUGGESTED BEAM COMBINATION-LEVEL I

Beam Routines Level I.
The beam provides an opportunity to combine skills and create routines. The following are suggested combinations and routines. These include:

1. **Perform a combination of Level I beam skills 3 out of 5 times.**

TASK ANALYSIS

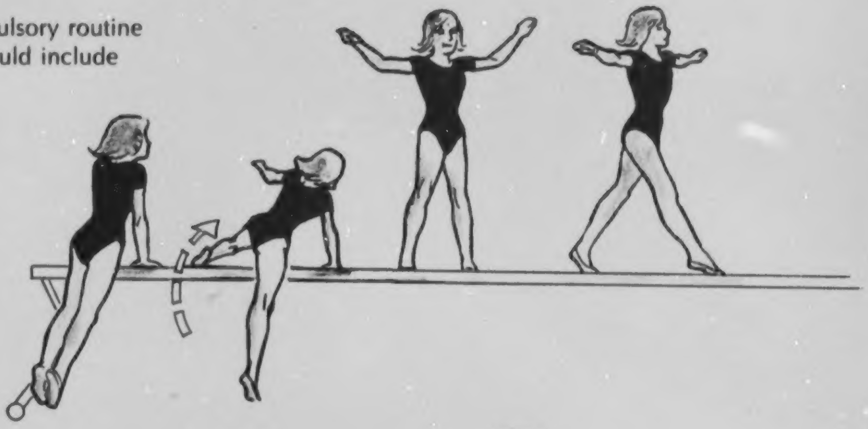
a. Do routine that combines at least three Level I skills.
b. Once skills are accomplished, place in sequence and repeat.

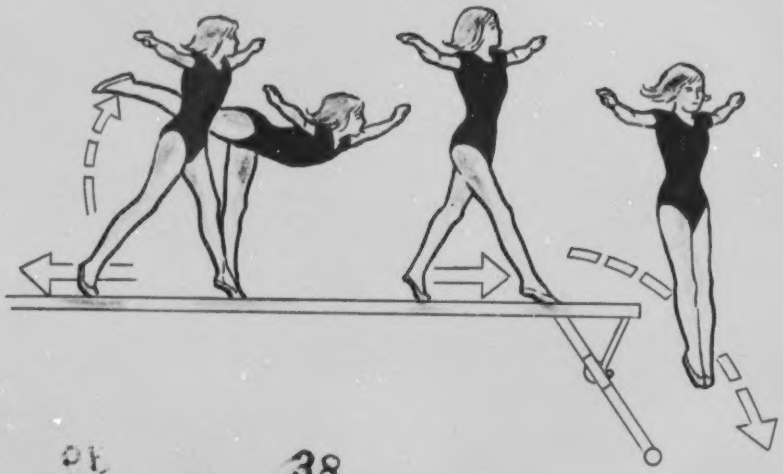
Suggested Combinations

- Jump to straight arm support; swing one leg to straddle seat; knee stand to feet; walk to end of beam and jump dismount.
- Mount to stand on beam; walk forward; walk backward; dismount.
- Mount to stand on beam; walk forward to middle of beam; bend down to squat turn; walk backward and dismount.

Compulsory Routine
Each athlete should perform a compulsory routine of Level I beam skills. This routine should include the following skills:

Compulsory Routine:
1. Mount: Come to attention.
2. Jump to straight arm support.
3. Swing one leg over beam
4. Go to a stand.
5. Walk forward.
6. Perform a scale.
7. Walk backward.
8. Walk forward to end of beam.
9. Jump to mat.
10. Dismount: Hold position 2 counts.





PARALLEL BARS-LEVEL I

STRAIGHT ARM SUPPORT (Perform on bars at lower level.)

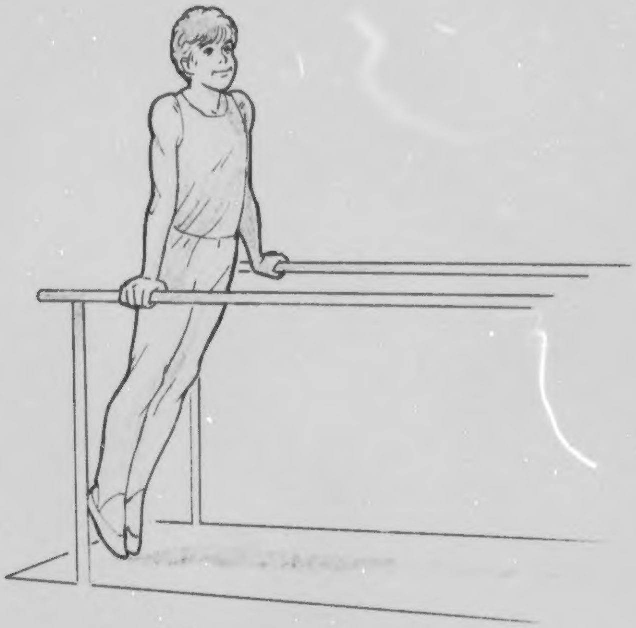
1. Perform a straight arm support 3 out of 5 times.

TASK ANALYSIS

a. Jump onto bars with one hand on each bar.
b. Arms are straight, next to body.
c. Point toes, head up and body slightly arched.

TEACHING SUGGESTIONS

- **SPOTTING: Assist student at starting position. If possible, have bars lower than arm height of student.**



STRADDLE SEAT

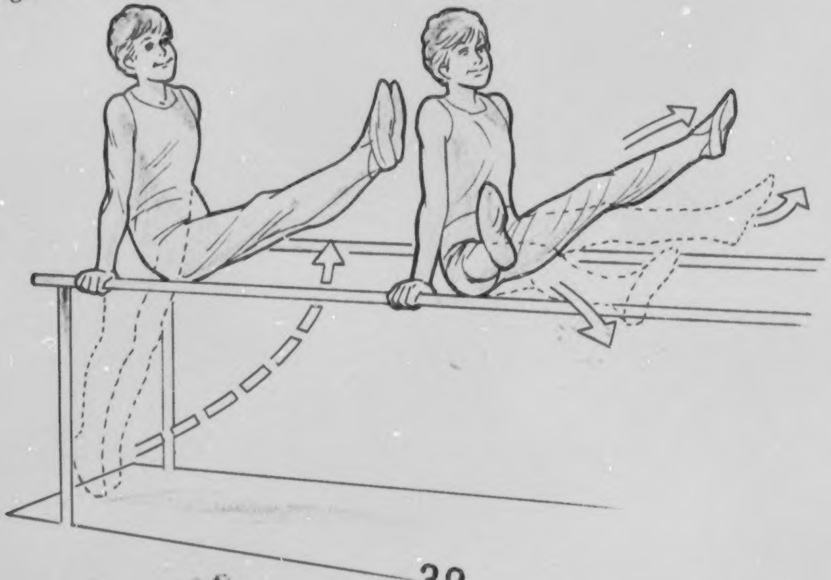
2. Perform straddle seat 3 out of 5 times.

TASK ANALYSIS

a. Start from a straight support position.
b. Swing legs forward between bars.
c. As legs swing forward, separate and place one on each bar, ending in straddle seat.
d. Keep back straight, head and chest up and hands behind legs.

TEACHING SUGGESTIONS

- **Swing: swing from shoulders and upper body; try to teach student to swing with a minimum of hip flexion.**



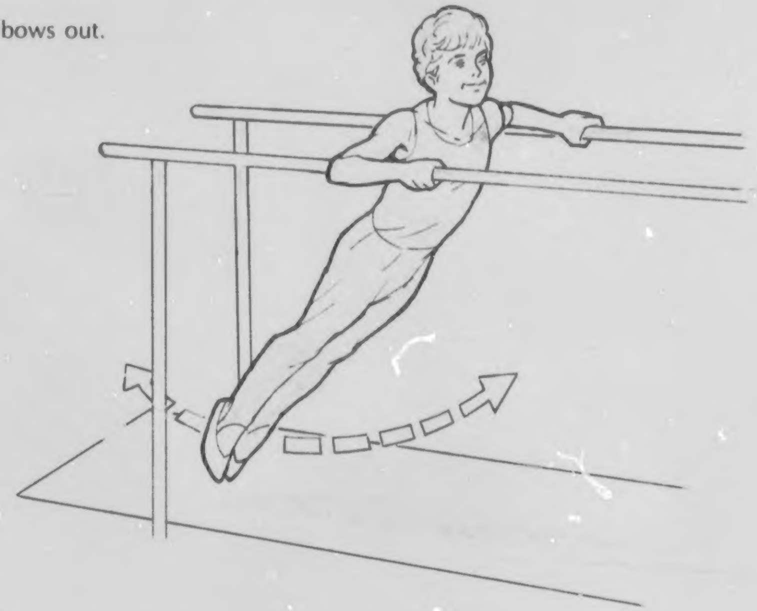
3. Perform upper arm support position 3 out of 5 times.

TASK ANALYSIS

a. Start with hands on bars, upper arms over the bars.
b. Grasp bar ahead of shoulders with elbows out.
c. Swing body freely.

TEACHING SUGGESTIONS

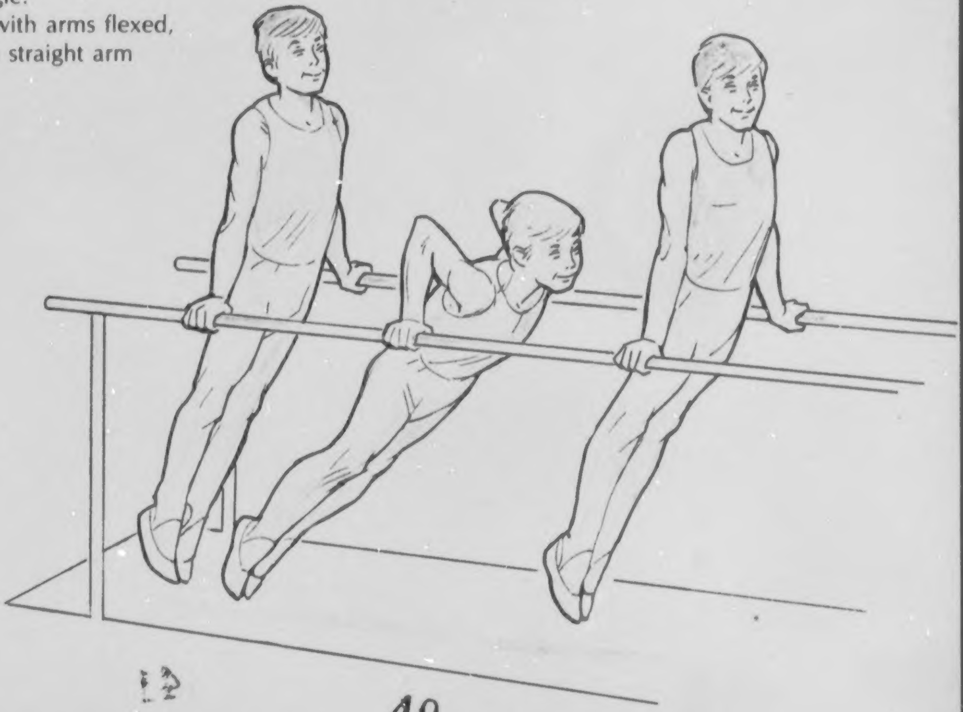
- **Spot bars by reaching over the top of the bars to support the body.**



4. Performs dips 3 out of 5 times.

TASK ANALYSIS

a. Jump to bars in a straight arm support position.
b. Flex arms and drop downward until elbow joint is less than a right angle.
c. After reaching the bottom with arms flexed, push the body upward into straight arm position.



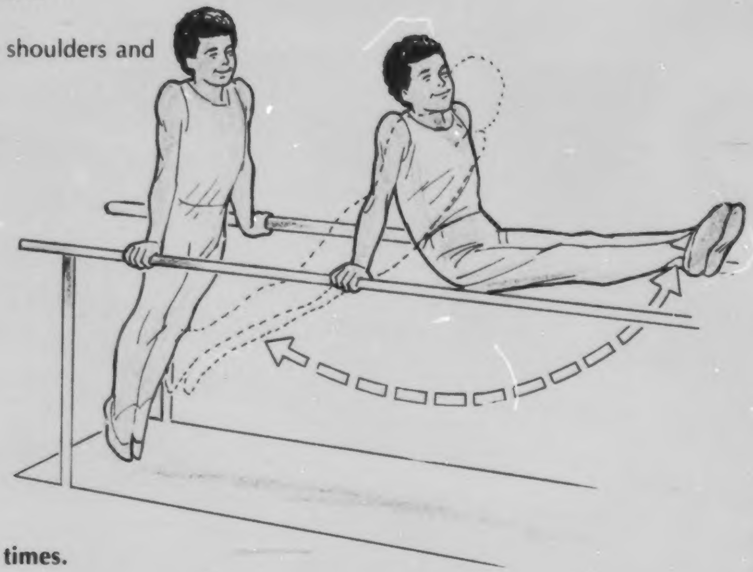
5. Perform swing 3 out of 5 times.

TASK ANALYSIS

a. Jump to straight arm position.
b. Bring legs up slightly and extend the body.
c. Swing legs downward and backward.
d. Keep arms straight.
e. The swing should pivot from the shoulders and chest.

TEACHING SUGGESTIONS

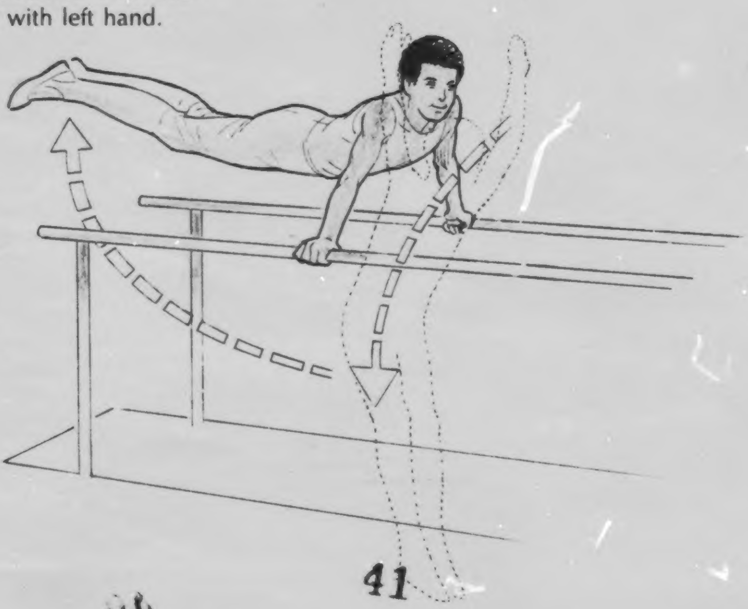
- **Swing low at first and gradually increase arc.**
- **Control is important as swing becomes larger.**



6. Perform front dismount 3 out of 5 times.

TASK ANALYSIS

a. Swing in center of bar from straight arm support position.
b. As body reaches peak of backward swing and legs are above bar, push hard with left arm and swing body over right bar.
c. After passing over bar, drop towards mat.
d. Land with both arms stretched overhead.
e. Do not grasp right bar with left hand.



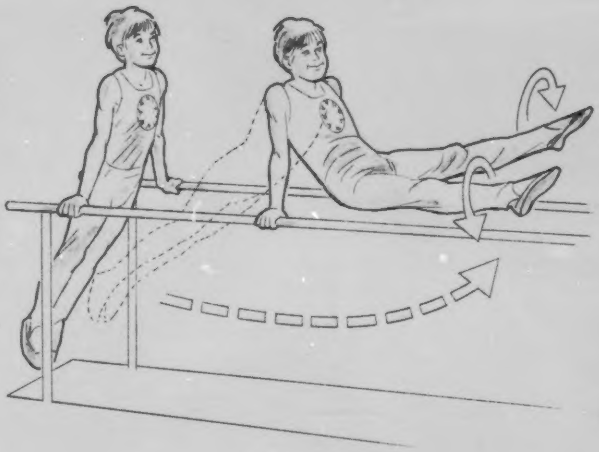
SUGGESTED PARALLEL BARS COMBINATION-LEVEL I

The parallel bars provide the athlete the opportunity to combine skills and create routines.
The following are examples of combinations and routines.

1. Perform combination of Level I parallel bars skills 3 out of 5 times.

TASK ANALYSIS

a. Do routine that combines at least 3 skills.
b. Once skills are achieved in routine, place in sequence and repeat.



Suggested Combinations:

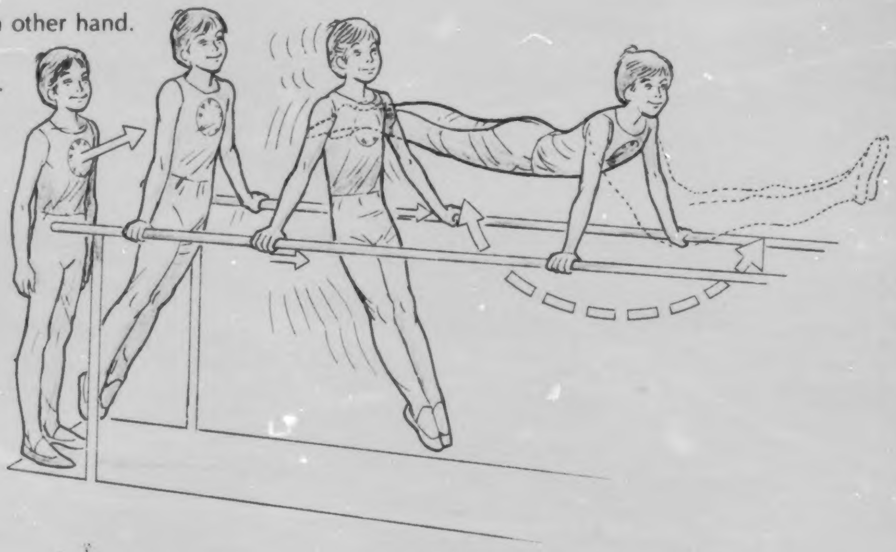
- Jump to straight arm support; arm walk to middle of bars; arm walk backwards; jump to mat.
- Jump to straight arm support in middle of bar; swing to straddle seat; back to straight arm support on one bar; dismount.
- Jump to straight arm support; swing to straddle seat; place hands in front of legs; swing to straight arm support; dismount.

Compulsory Routine—Parallel Bars Level I

Each athlete should perform a compulsory routine of Level I parallel bars skills. This routine should include the following skills:

Compulsory Routine:

1. Mount: Come to attention.
2. Jump to straight arm support.
3. Straight arm walk to middle of bars.
4. Execute swings.
5. Switch one hand to same bar with other hand.
6. Drop to mat.
7. Dismount: Hold position 2 counts.



MOUNTS

STRAIGHT ARM SUPPORT

(Perform on bars at lower level.)

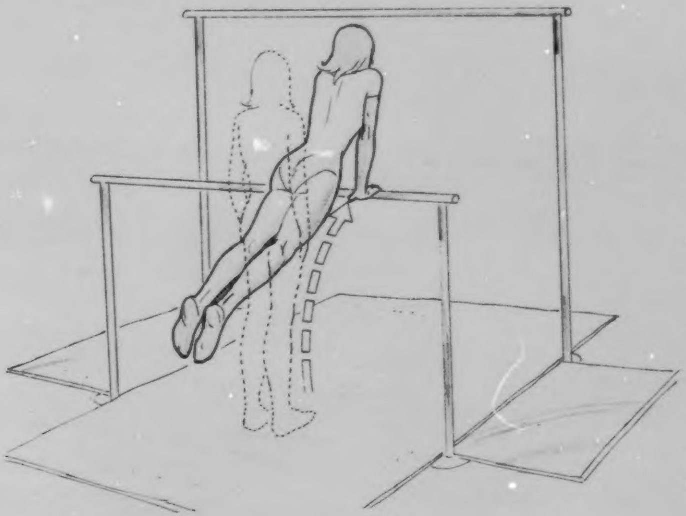
1. Perform a jump to straight arm support 3 out of 5 times.

TASK ANALYSIS

a. Stand facing low bar.
b. Place hands in overgrip position. (Fingers and thumbs over top.)
c. Jump up toward bar.
d. Finish in straight arm support position.

TEACHING SUGGESTION

- **Spotting: It is important to keep hand contact with the performer at all times. Support above the elbow in all straight arm support positions.**
- **Lower bars to make it easier to learn.**



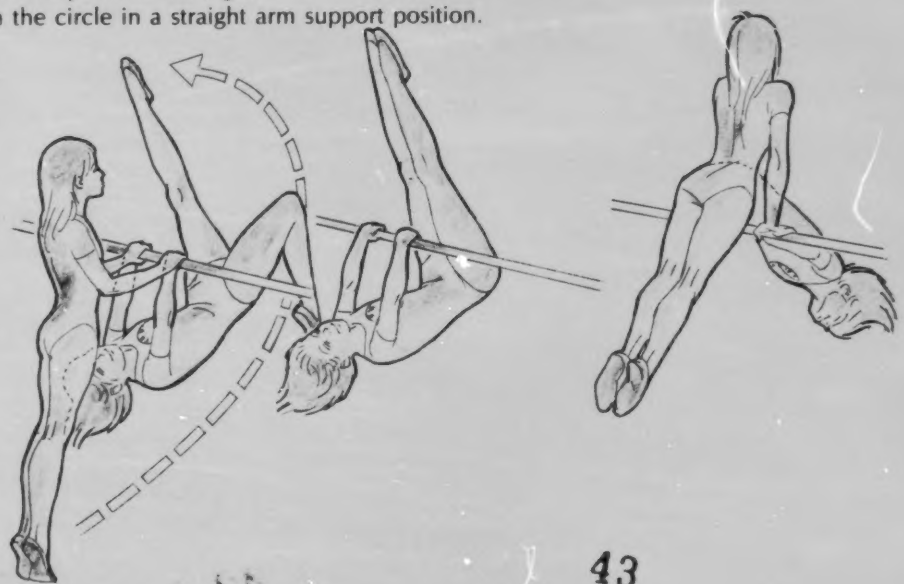
2. Perform a pullover mount 3 out of 5 times.

TASK ANALYSIS

a. Stand facing low bar.
b. Place hands in overgrip position.
c. Kick one leg, followed by the other, up and over and around the bar.
d. Let the body follow the legs.
e. Finish the circle in a straight arm support position.

TEACHING SUGGESTIONS

- **Spotting: Place one arm under the back as they kick. Support above the elbow as they come around.**
- **Keep hips close to the bar.**



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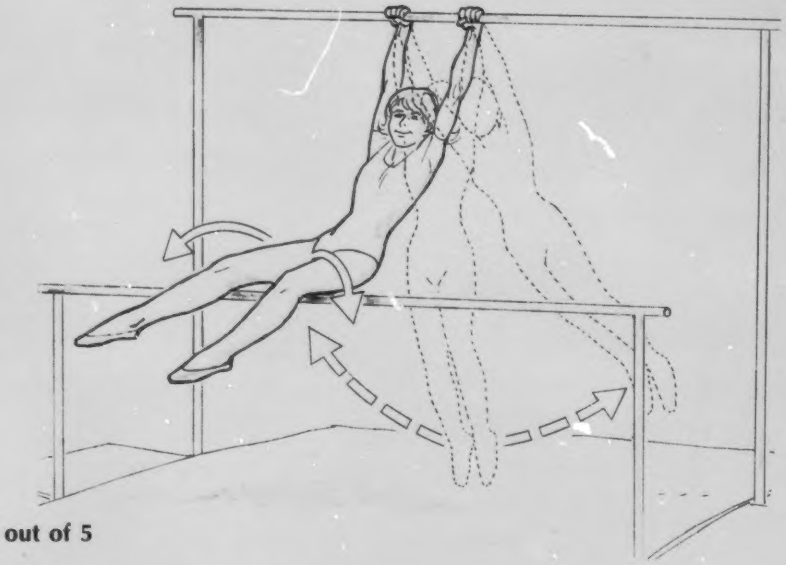
3. Perform a jump to long hang on high bar and leg swing mount over low bar 3 out of 5 times.

TASK ANALYSIS

a. Stand beneath the high bar facing low bar.
b. Jump up and grasp high bar.
c. Swing legs sidewards over low bar.
d. Place them on bar with legs resting on the back of the thighs.

TEACHING SUGGESTIONS

- **Spotting: Help lift as jump is initiated, spot hips as legs are lifted.**
- **Practice swings back and forth before mount is attempted.**
- **Variations include straddling legs up and over low bar; tucking legs and extending over low bar; lifting only one leg.**

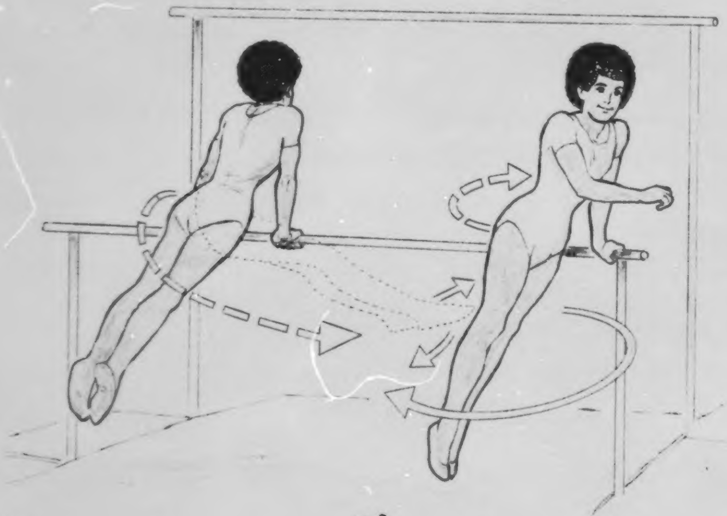


DISMOUNTS

4. Perform a cast quarter-turn dismount 3 out of 5 times.

TASK ANALYSIS

a. Straight arm position on low bar
b. Allow feet to swing under low bar as shoulders lean over the bar. (Slight pike position.)
c. Force legs backwards, push with arms and turn body a quarter turn.
d. Drop to mat maintaining hand contact with one arm.



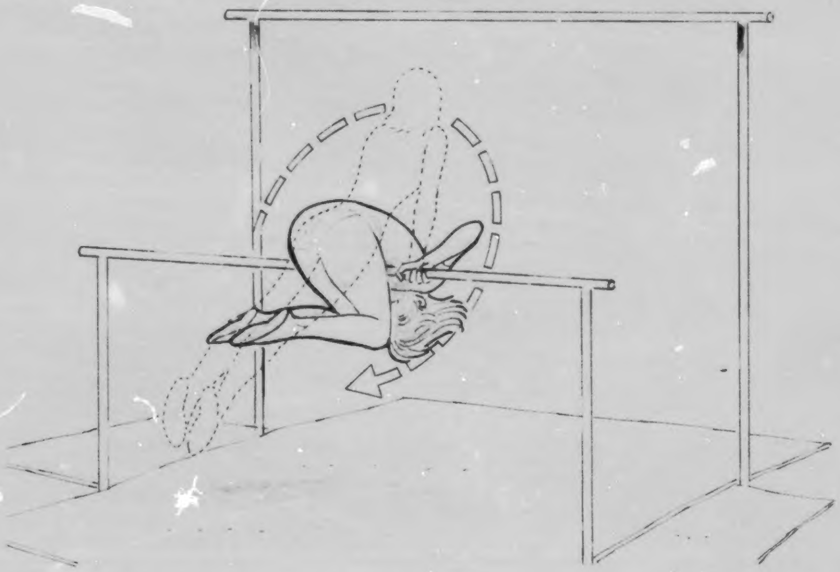
5. Perform forward roll dismount 3 out of 5 times.

TASK ANALYSIS

a. Straight arm position on low bar.
b. Bend upper body forward and tuck knees.
c. Circle over the bar.
d. Extend body and land with feet on the ground.

TEACHING SUGGESTIONS

- **Spotting: Close arm holds upper arm while other arm spots back.**
- **May be done from high bar.**



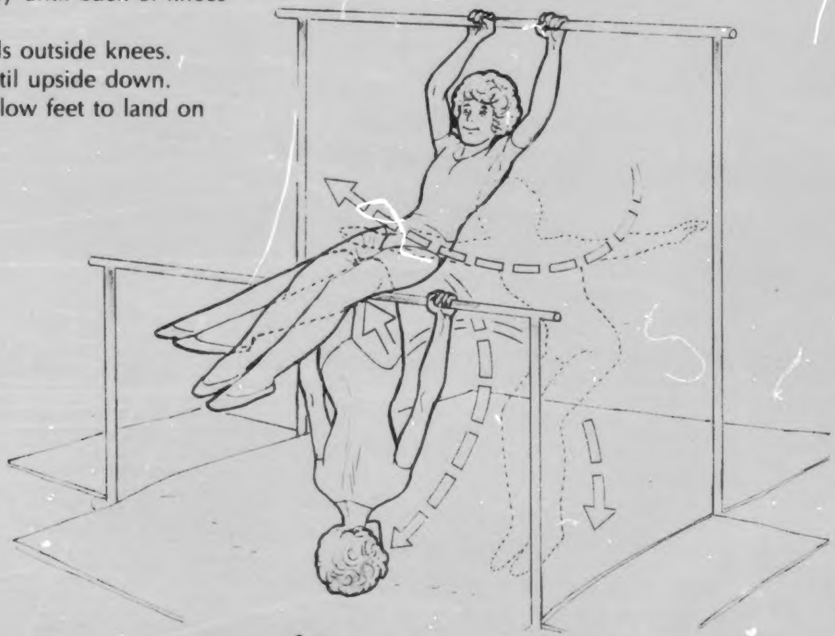
6. Perform skin-the-cat dismount 3 out of 5 times.

TASK ANALYSIS

a. Sit on low bar with arms either holding low bar or holding high bar.
b. Lean backward and slide body until back of knees hook the low bar.
c. Hold onto low bar with hands outside knees. Continue to fall backward until upside down.
d. Release knees forward and allow feet to land on ground.
e. Let go of low bar and stand.

TEACHING SUGGESTIONS:

- **Spotting: Support back and make sure hand contact is maintained with low bar.**



MOVES BETWEEN BARS

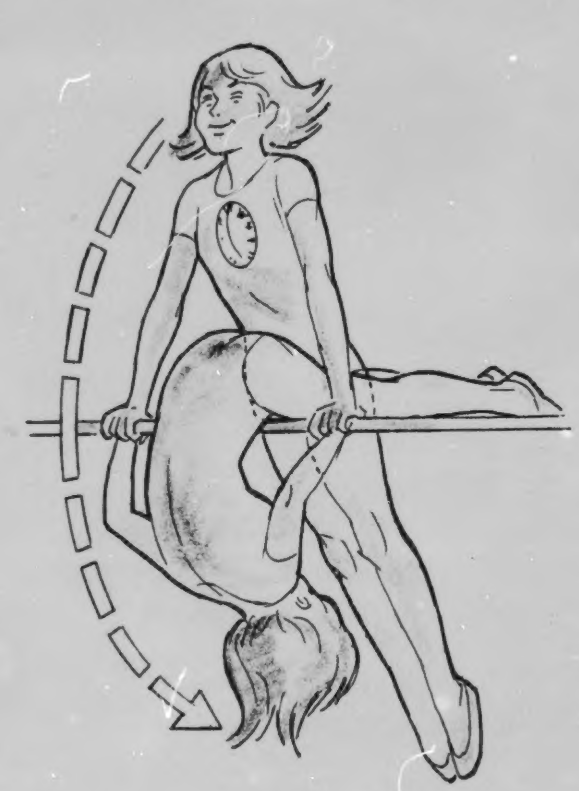
7. Perform a pullover to high bar 3 out of 5 times.

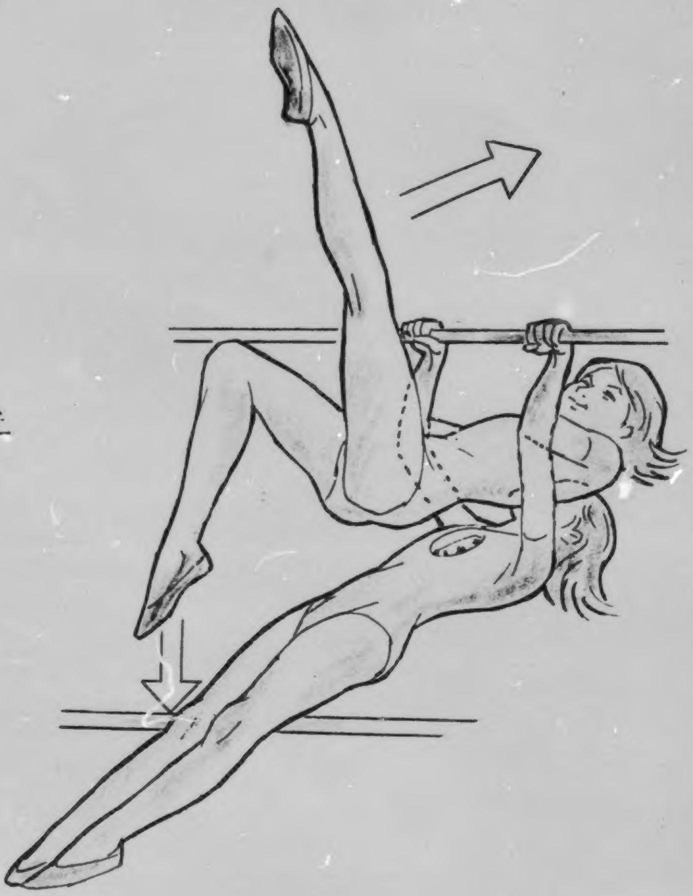
TASK ANALYSIS

a. Sit on low bar facing out, hands in overgrip on high bar.
b. Place one foot on low bar, other leg straight.
c. Push with foot that is on the bar, kicking other leg up and over the high bar.
d. Finish in straight arm support on high bar.

TEACHING SUGGESTIONS

- **Spotting: Spot back while kicking over, then hold thighs in support position.**
- **This is done after learning the pullover mount.**





8. Perform a forward roll from high bar to low bar 3 out of 5 times.

TASK ANALYSIS

a. Straight arm support on high bar facing low bar with hands in overgrip position.
b. Lean over bar tucking head.
c. Slowly let legs down until back of thighs reach low bar.

TEACHING SUGGESTIONS

- **Spotting: Support back and assist in a slow roll down to low bar.**
- **Mastery of forward roll dismount on low bar is a pre-requisite.**

SUGGESTED UNEVEN PARALLEL BARS COMBINATION-LEVEL I

The uneven parallel bars provide the athlete an opportunity to combine skills and create a routine. The combination and routines may include:

1. Perform combination of uneven parallel bars skills 3 out of 5 times.

TASK ANALYSIS

a. Complete routine that combines 3 skills.
b. Once skills are achieved, place in sequence and repeat for smoothness and continuity.

Suggested Combinations:

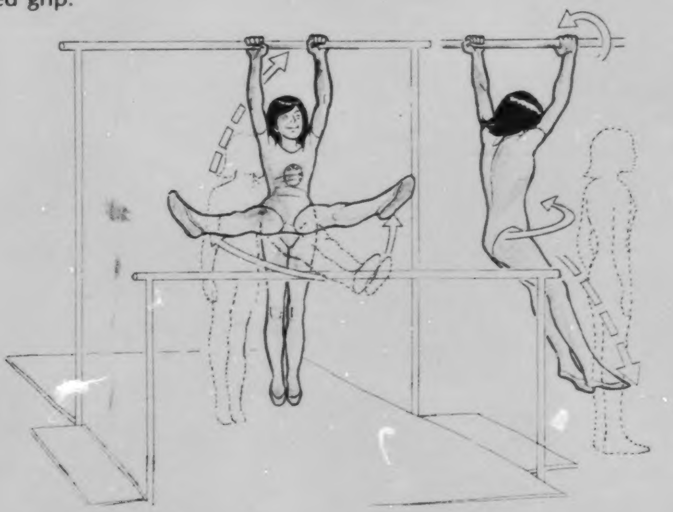
- Jump to straight arm support mount on low bar. Bring one leg around to straddle seat. Lift leg back; push away quarter-turn dismount.
- Kick up to pullover mount to straight arm support. Do a forward roll dismount.
- Jump to long hang mount on high bar, bringing legs up and over low bar. Do a pullover to high bar. Do a forward roll down to low bar and a skin-the-cat dismount.

Compulsory Routine Uneven Parallel Bars—Level I

Each athlete should perform a compulsory routine of Level I Uneven Parallel Bars skills. This routine should including the following skills:

Compulsory Routine:

1. Mount: Come to attention.
2. Jump to long hang on high bar.
3. Swing legs sideways to rest on low bar.
4. Straddle legs and lift hips to clear legs from low bar, ending in a long hang.
5. Perform a "monkey swing" turn—one-half turn in a long hang, moving hand as you turn to mixed grip.
6. Jump down. Hold position for two counts.



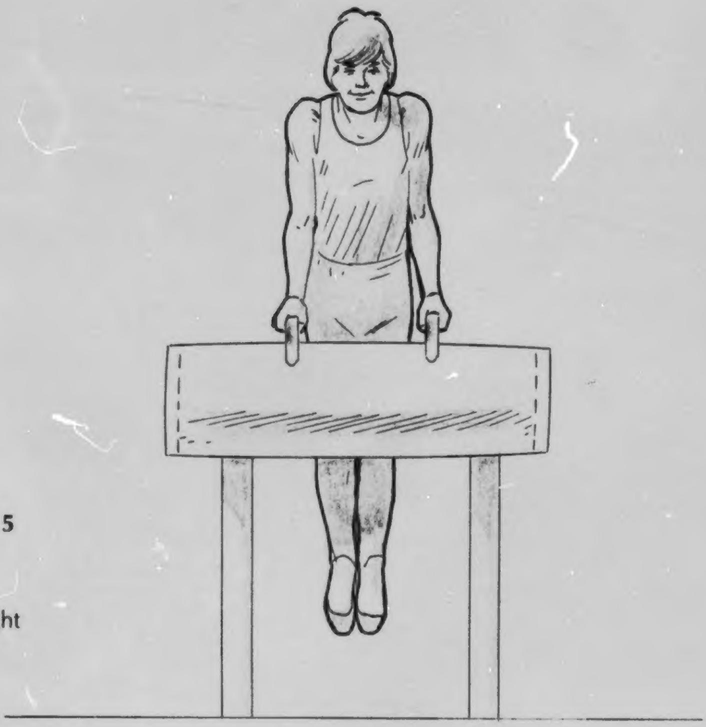
1. Perform jump to support position 3 out of 5 times.

TASK ANALYSIS

a. Stand facing side horse.
b. Place hand at center of each pommel.
c. Jump to support position.
d. Hold position for 2 seconds.
e. Return to starting position.

TEACHING SUGGESTIONS

- **SPOTTING: Stand to side of horse and place one hand on back of student to assist with skill.**



2. Perform one-arm support position 3 out of 5 times.

TASK ANALYSIS

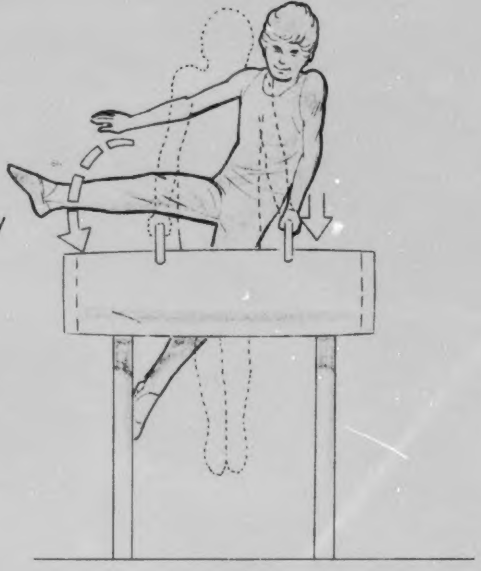
a. From two-arm support position, shift weight support to one arm.
b. Hold position for 3 seconds.

SWING POSITION

1. Perform a single leg half circle 3 out of 5 times.

TASK ANALYSIS

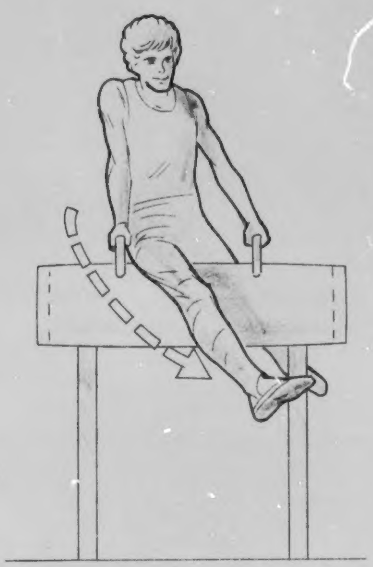
a. From a front support position, with hands on pommels.
b. Swing right leg over end of horse.
c. While right leg is swinging, shift weight of body toward left arm.
d. Release right hand.
e. After leg passes pommel, regrasp pommel.

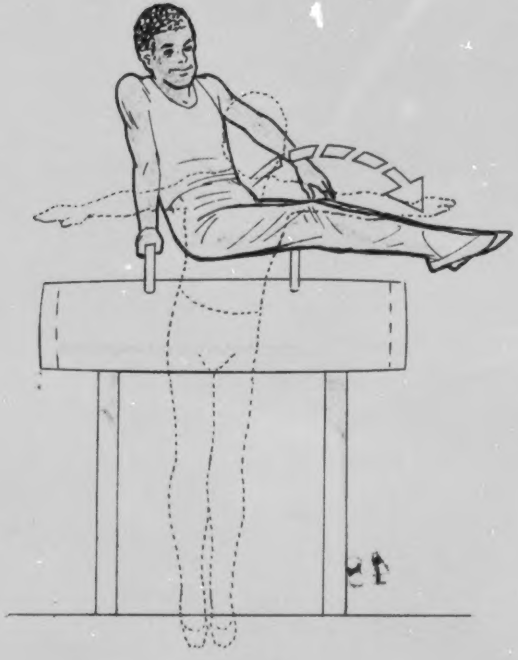


2. Perform alternate half circles 3 out of 5 times.

TASK ANALYSIS

a. Start from a front support position.
b. Swing right leg over right end of horse, under hand, to a position between the pommels.
c. Then swing left leg over left end of horse.
d. Drop to mat.





DISMOUNT

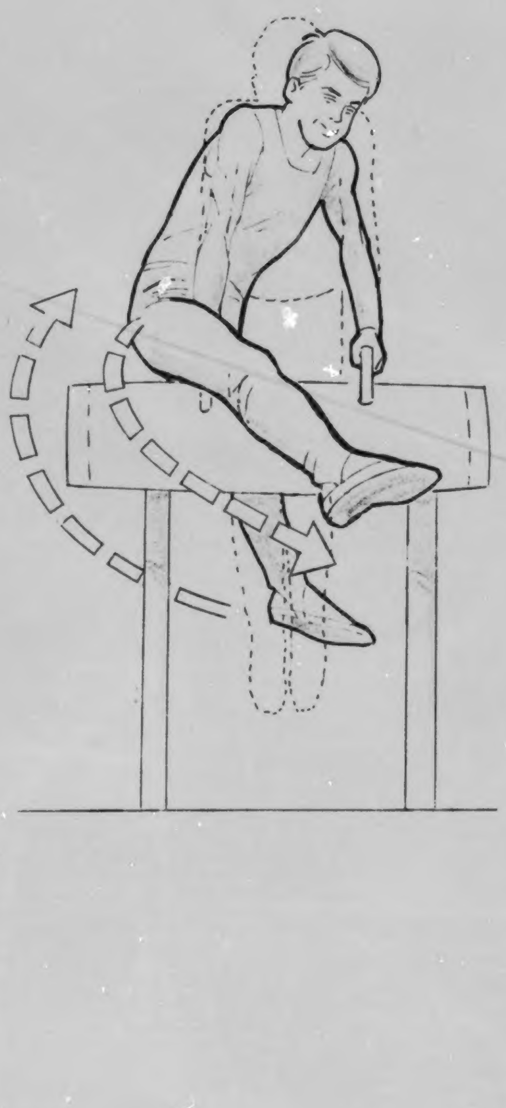
1. Perform a dismount from horse 3 out of 5 times.

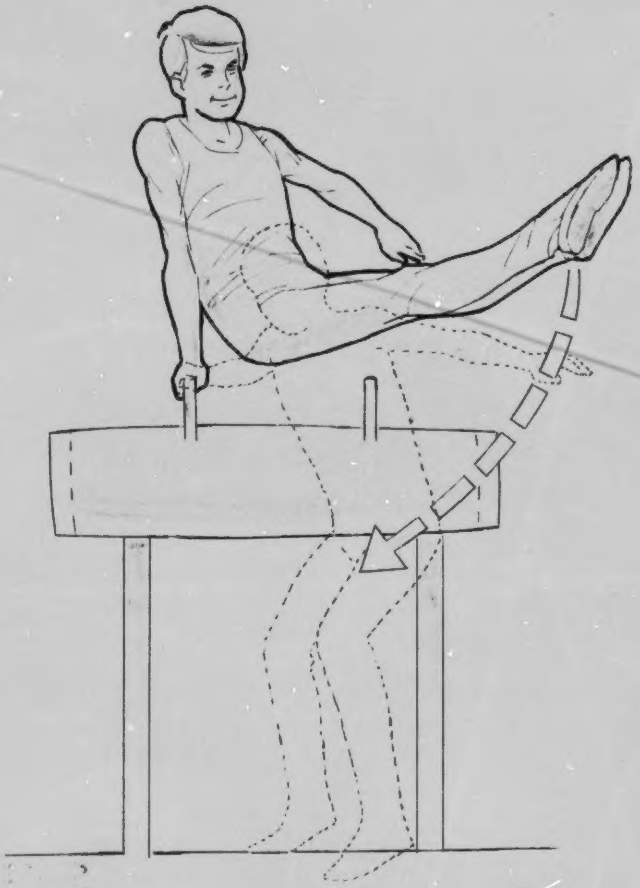
TASK ANALYSIS

a. Start from front support position.
b. Lead with the right leg around right arm.
c. Then swing it back across the right end to meet the left leg.
d. Pass both legs over the left end.
e. Continue legs over and toward mat.

TEACHING SUGGESTIONS

- **Continue to hold onto horse with right hand, and turn body ¼ turn to land facing toward right end of horse.**
- **Put right hand on pommel, have gymnast land facing the right end of horse.**





SUGGESTED SIDE HORSE COMBINATION-LEVEL I

The side horse provides the athlete the opportunity to combine skills and create a routine. The following are examples:

1. Perform combination of Level I side horse skills 3 out of 5 times.

TASK ANALYSIS

a. Complete routine that includes 3 skills.
b. Once skills are achieved, repeat routine.

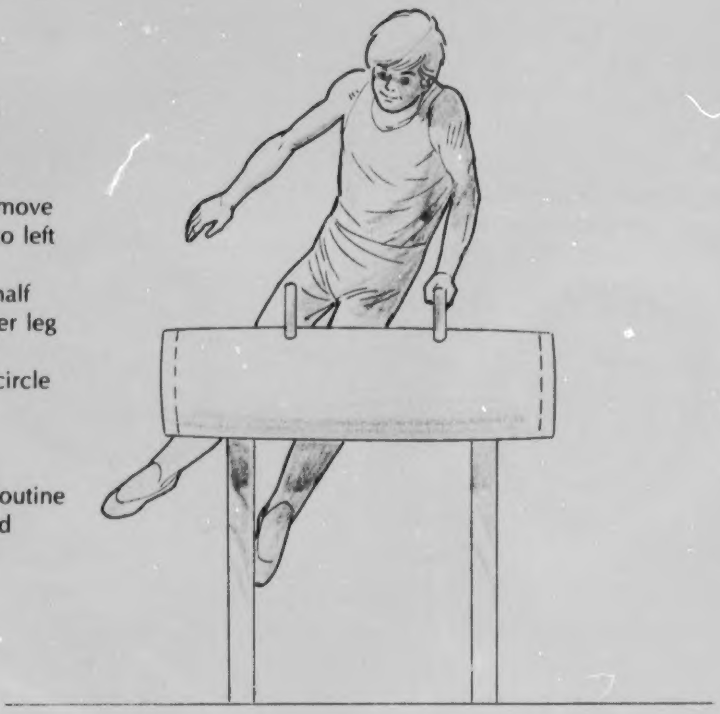
Suggested Combinations

- Jump to straight arm support on pommels; move right hand to left pommel; move left hand to left end of horse; return to standing position.
- Jump to straight arm support; to single leg half circle turn; to single leg half circle with other leg dismount.
- Jump to straight arm support; perform half circle with right leg; then left leg dismount.

Compulsory Routine:

Each athlete should perform a compulsory routine of Level I Side Horse skills. This routine should include the following skills:

1. Mount: Come to attention.
2. Jump to two-arm support position.
3. Execute single leg half circle.
4. Return leg.
5. Grasp one pommel with both hands.
6. Return to two-arm support.
7. Jump to mat.
8. Dismount: Hold positon for 2 counts.



TAKEOFF

(Perform at low height.)

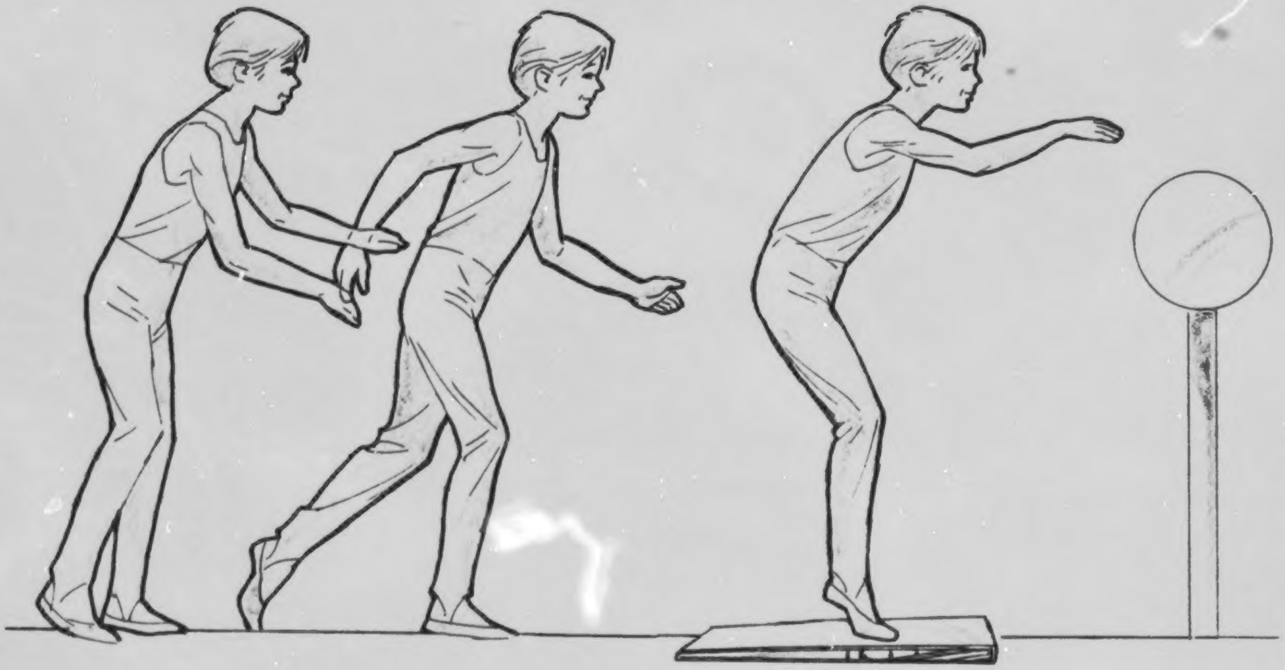
1. Perform take off 3 out of 5 times.

TASK ANALYSIS

a. Place jump board without horse.
b. Measure steps back from board.
c. Run to board and check marks.
d. Jump on board with two feet and land in a controlled manner on a mat in front of board.
e. Adjust marks till steps are correct. Once steps are correct, mark beginning point, take off from same spot and with same foot each time.
f. Once the steps are established, place horse near board.
g. Run to board. Place hands on horse. Jump up and return to board. *Do not pass over horse.*

TEACHING SUGGESTIONS

- **SPOTTING: Before attempting vaults, it is exceedingly important that student learns art of taking off.**
- **Spot from front of horse. Use two spotters to assist student.**
- **During the learning process, lower the horse and use a cross horse position for boys and girls.**



COURAGE VAULT

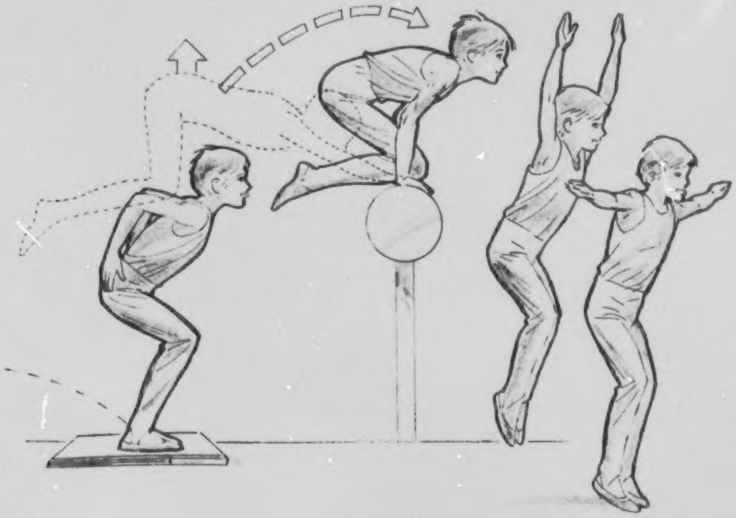
2. Perform a courage vault 3 out of 5 times.

TASK ANALYSIS

a. Upon taking off, place both hands on the horse.
b. Pike at the hips and bend knees.
c. Land in a kneeling position on the horse.
d. Jump off horse landing on the mat behind horse.

TEACHING SUGGESTIONS

- **Spotting: Place spotters on front and back of horse. Front spotters lift hips with close arm, support arm with far arm. Back spotters aid in landing. Four spotters may be used.**

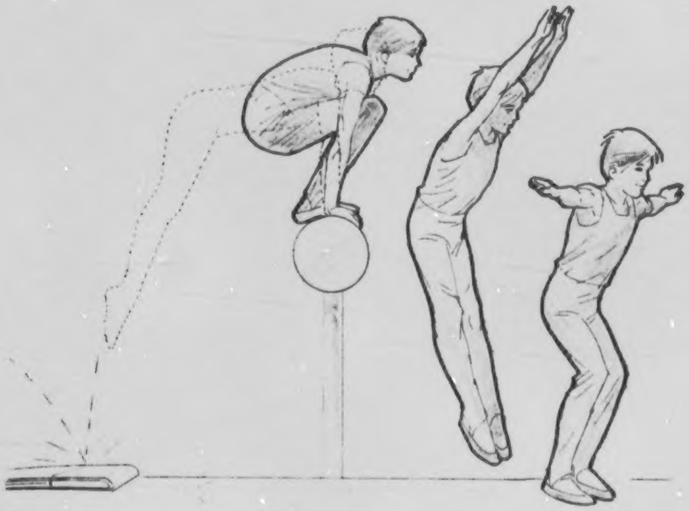


SQUAT ON VAULT

3. Perform a squat on vault 3 out of 5 times.

TASK ANALYSIS

a. Perform the same as courage vault but land on feet on the horse.
b. Jump off horse landing in a controlled manner.

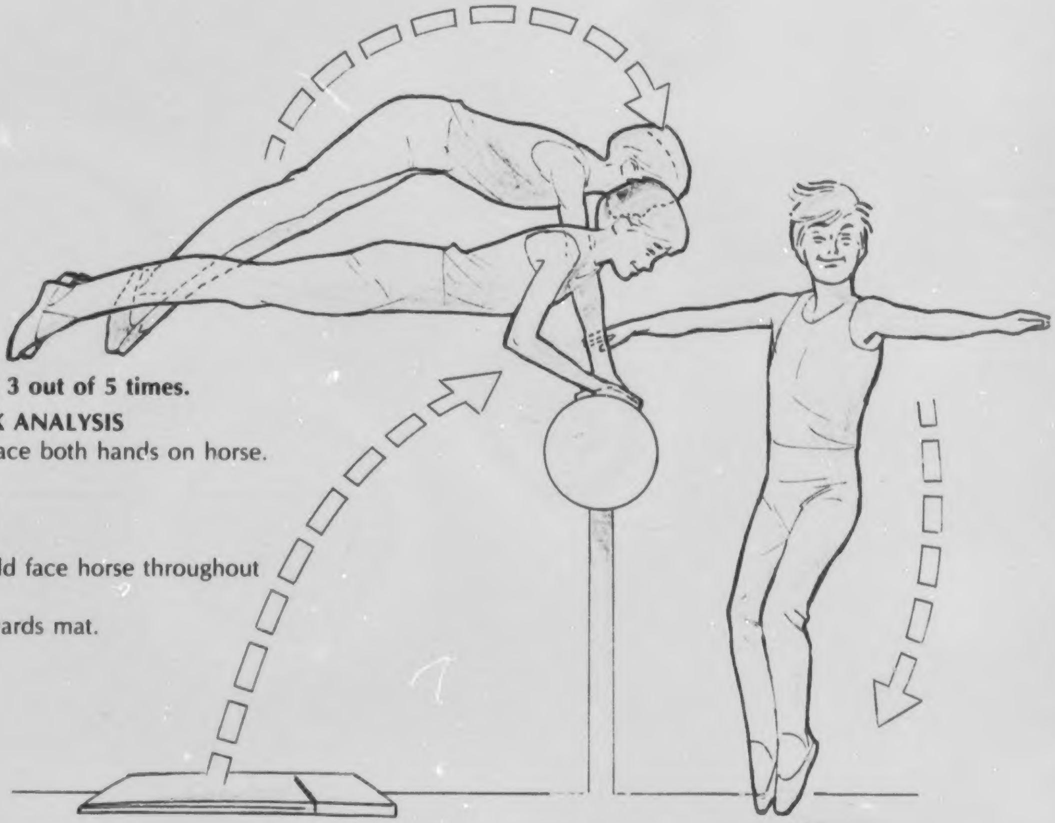


BENT HIP SQUAT VAULT

4. Perform a bent hip squat vault 3 out of 5 times.

TASK ANALYSIS

a. Perform the same as a squat on vault but don't stop on the horse.
b. Push and lift arms as legs come through horse to land in standing position on the mat beyond.



FRONT VAULT

5. Perform a front vault 3 out of 5 times.

TASK ANALYSIS

a. Upon taking off, place both hands on horse.
b. Lift legs to left.
c. Turn toward horse.
d. Pass over horse.
e. Front of body should face horse throughout vault.
f. Follow through towards mat.

FLANK VAULT

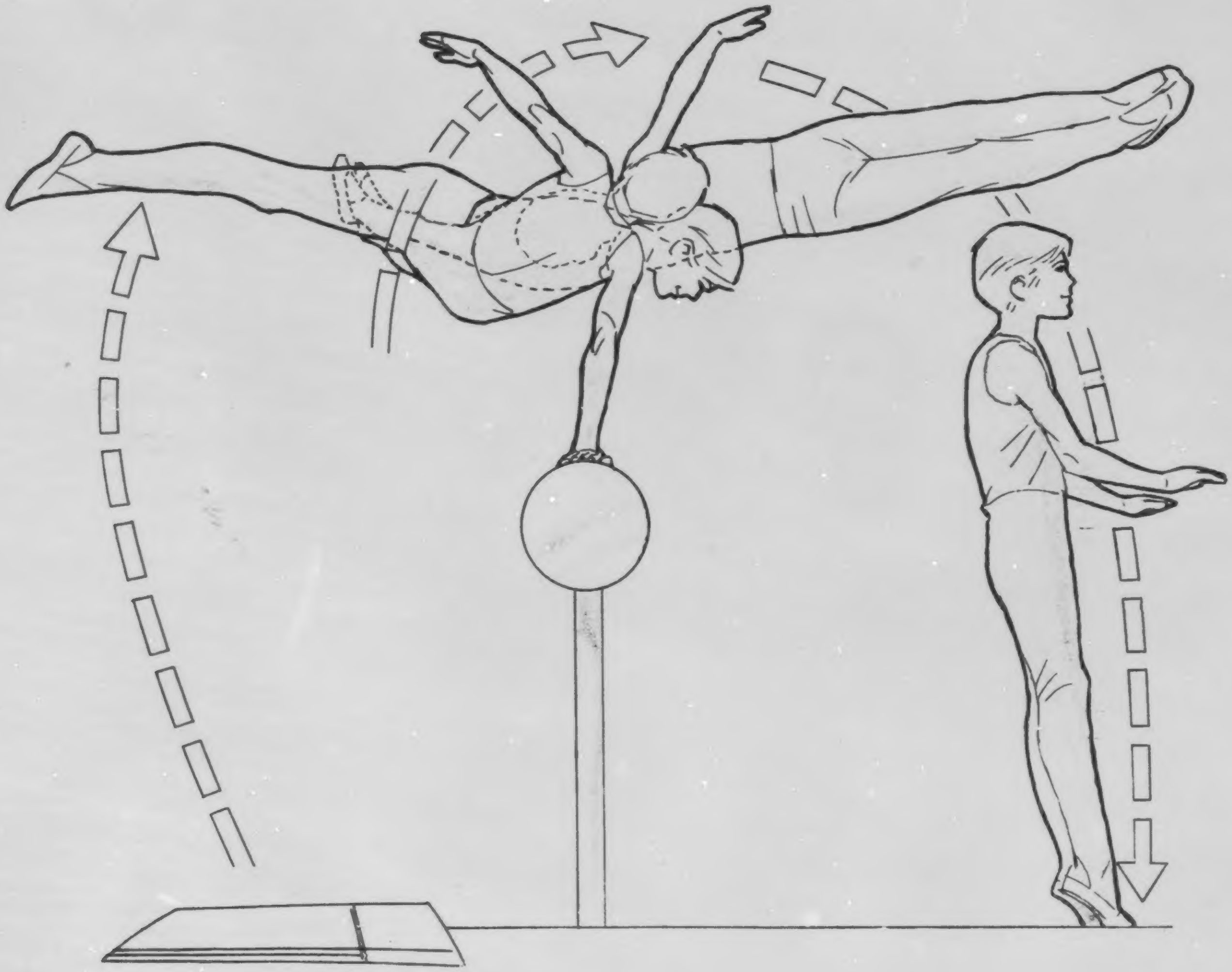
6. Perform a flank vault 3 out of 5 times.

TASK ANALYSIS

a. Upon taking off, extend body to left.

b. Pass over horse with flank (side of body) while lifting the left arm.

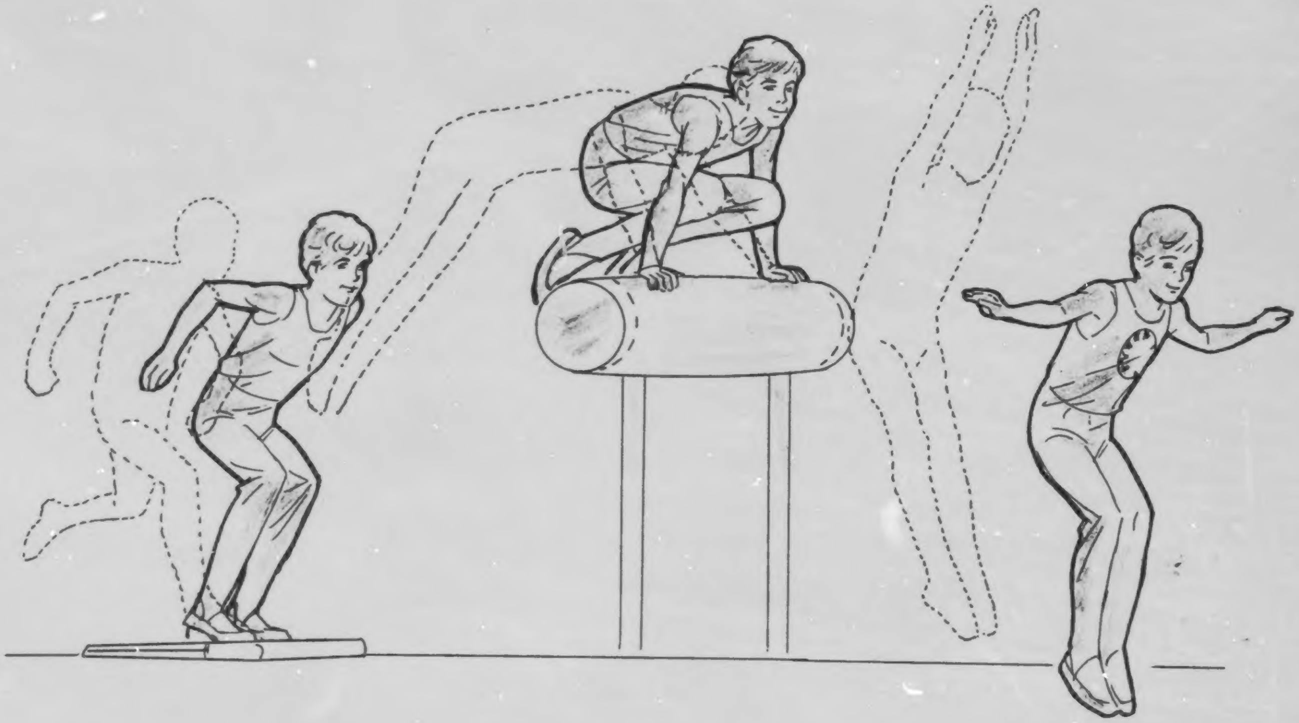
c. Land on mat on other side of horse.



SUGGESTED VAULTING COMBINATION-LEVEL I

Each athlete should perform a compulsory routine of Level I vaulting skills. This routine should include the following skills:

Compulsory Routine—Vaulting Level I.
1. Mount: Come to attention before starting run.
2. Run to jump board.
3. Execute squat vault.
4. Dismount: Hold standing position 2 counts.



RINGS-LEVEL I

CHIN-UPS

(Performed at low height.)

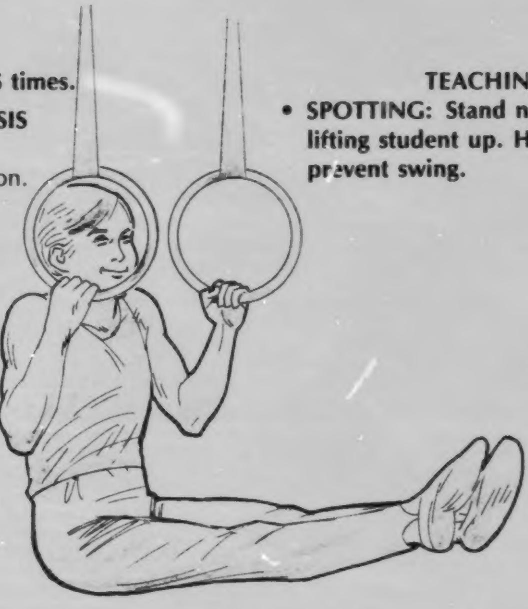
1. Perform a chin-up 3 out of 5 times.

TASK ANALYSIS

a. Grasp rings.
b. Pull up into chin-up position.
c. Repeat.

TEACHING SUGGESTION

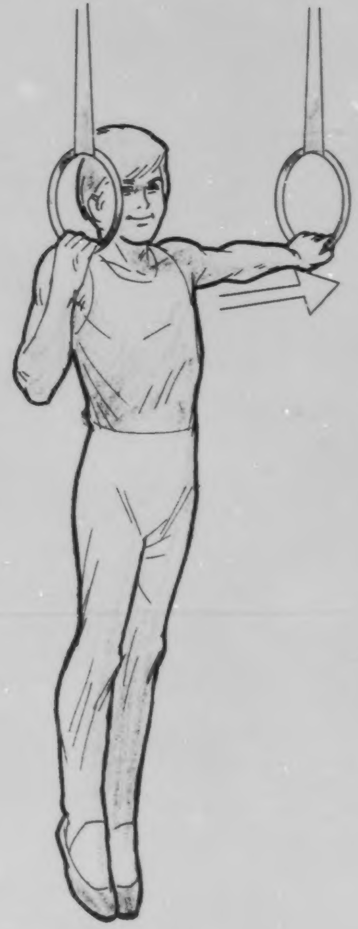
- **SPOTTING: Stand next to student and assist by lifting student up. Hold at hips to steady to prevent swing.**



2. Perform a chin-up with legs in "L" position 3 out of 5 times.

TASK ANALYSIS

a. Grasp rings.
b. Raise legs to an "L" position.
c. Execute a chin-up.
d. Repeat.



3. Perform a chin-up, one arm to side, 3 out of 5 times.

TASK ANALYSIS

a. Grasp rings.
b. Raise up to shoulders.
c. Extend arm to side.
d. Bring it back.
e. Extend other arm to side.
f. Return.

INVERTED HANG

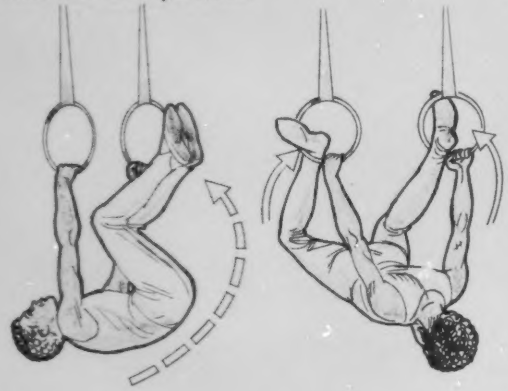
4. Perform bent hip hang 3 out of 5 times.

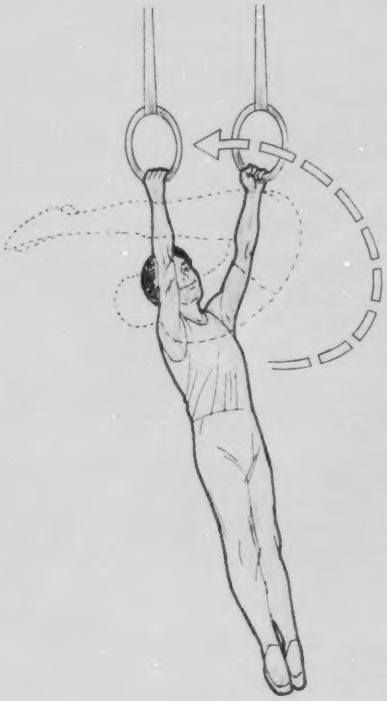
TASK ANALYSIS

a. Grasp rings.
b. Bend at the hips.
c. Bring feet up and over head.
d. Finish in jackknife position with legs straight, close to chest and legs horizontal to ground.
e. Return to start position.

TEACHING SUGGESTION

- **SPOTTING: Stand under student and place hands on chest.**



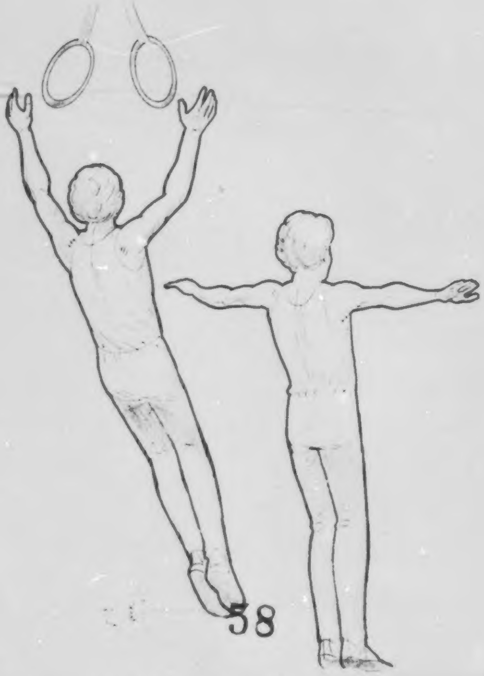


BIRD'S NEST

5. Perform a bird's nest 3 out of 5 times.

TASK ANALYSIS

a. Grasp rings.
b. Pull the feet up.
c. Place feet into rings.
d. Continue by arching back.
e. Hold position for 2 seconds.
f. Return to starting position.



DISMOUNT

1. Perform a dismount 3 out of 5 times.

TASK ANALYSIS

a. Grasp rings.
b. Drop to stand.
c. Hold 2 counts.

SUGGESTED RINGS COMBINATION-LEVEL I

The rings provide the athlete with the opportunity to combine skills and create routines. The following are examples:

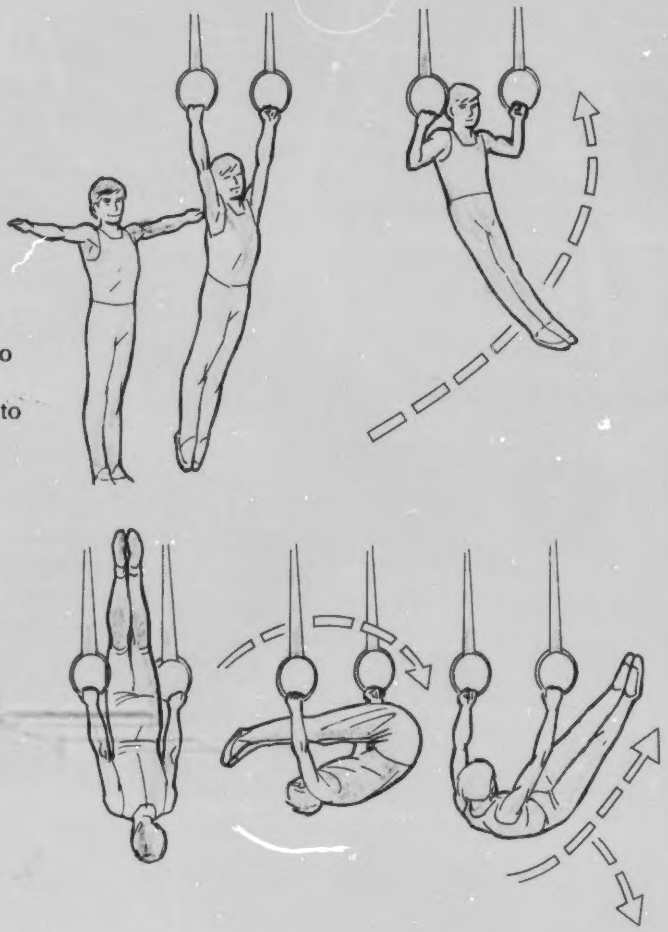
1. Perform a combination of Level I rings skills 3 out of 5 times.

TASK ANALYSIS

a. Grasp rings and combine 3 skills.
b. Once skills are combined, continue to practice.
c. Repeat routine.

Suggested Combinations

- Jump to straight arm hang; do chinup with back straight; to straight arm hang; to one arm chinup; to dismount.
- Jump to straight arm hang; to "L seat"; to chinup; to dismount.
- Jump to straight arm hang; do chinup with back straight; to hang swing; to rear dismount.



COMPULSORY ROUTINE—RINGS LEVEL I

Each athlete should perform a compulsory routine of Level I rings. This routine should include the following skills:

Compulsory Routine:

1. Mount: Come to attention.
2. Jump to straight arm hang.
3. Execute chin-up.
4. Execute bent hip hang.
5. Execute skin the cat.
6. Execute swing.
7. Drop to mat.
8. Dismount: Hold position for 2 counts.

HIGH BAR-LEVEL I

SUPPORT POSITION

(Complete at low height.)

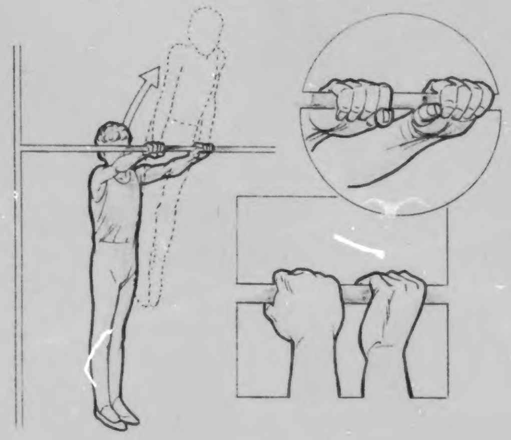
1. Perform front support position 3 out of 5 times.

TASK ANALYSIS

a. Stand in front of bar at shoulder height.
b. Grasp bar with regular grip.
c. Jump upward.
d. Pull up with arms.
e. Finish in a front rest position.

TEACHING SUGGESTION

- **SPOTTING: Stand at side of student and assist by lifting student into position.**



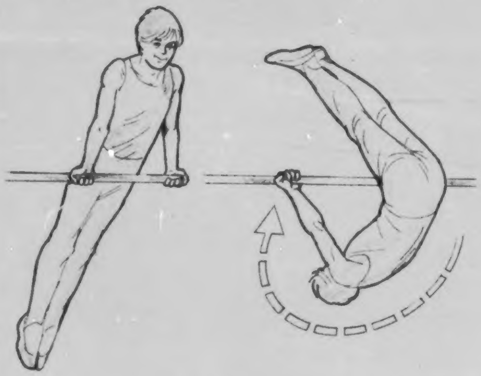
2. Perform forward roll over bar 3 out of 5 times.

TASK ANALYSIS

a. Start in front support position, with hands in reverse grip.
b. Lean forward with chest.
c. Tuck legs.
d. Continue over bar.
e. Return to mat.

TEACHING SUGGESTION

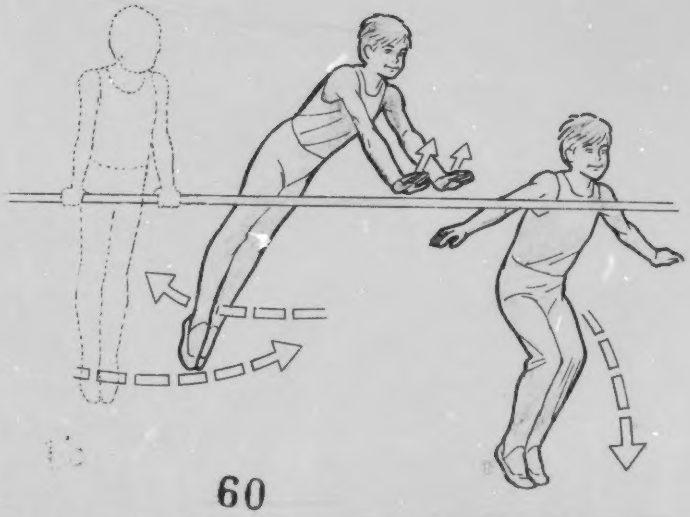
- **Assist by pushing on student's back.**
- **As a progression, legs may be tucked to help gymnast go around bar.**



3. Perform back dismount 3 out of 5 times.

TASK ANALYSIS

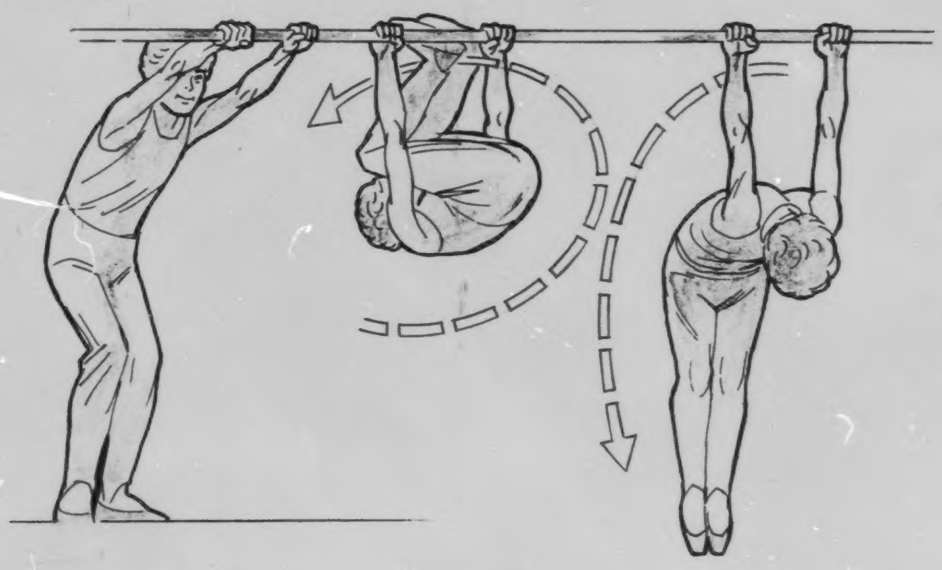
a. From front support position, swing legs forward.
b. Then swing legs backward.
c. At that time, release grasp.
d. Keep body in vertical position.
e. Flex knees slightly upon landing.



1. **Perform skin the cat 3 out of 5 times.**

TASK ANALYSIS

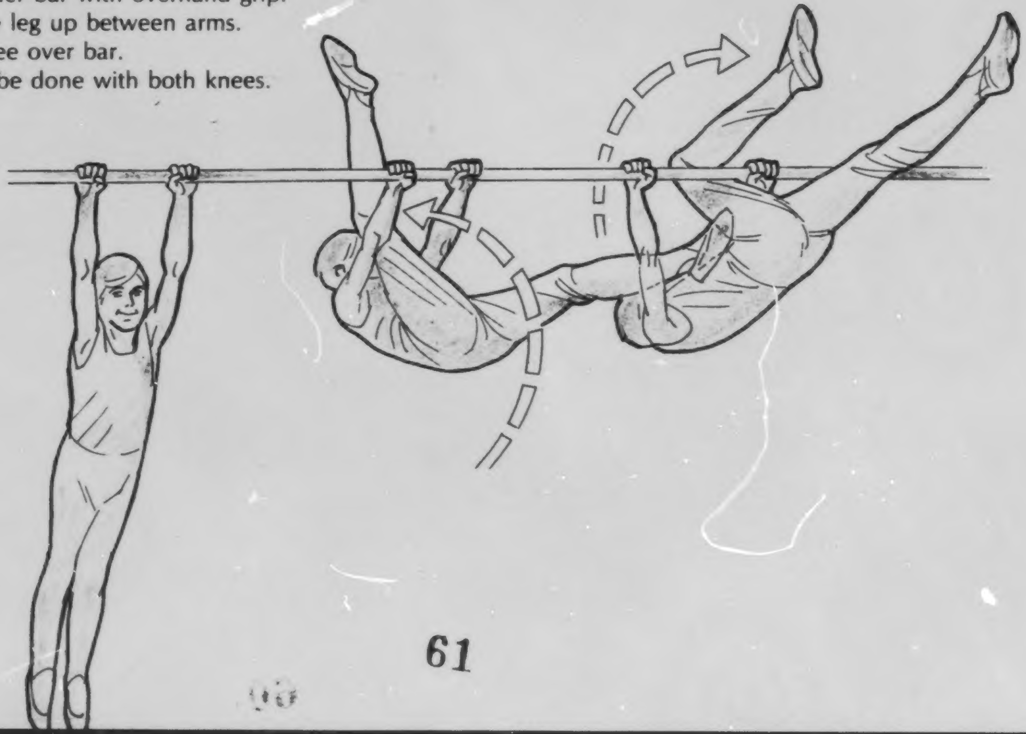
a. Start with regular grip.
b. Pull legs up and between arms and bar.
c. Keep knees close to chest.
d. Continue into skin the cat position.
e. Return to standing position.



2. **Perform knee hang 3 out of 5 times.**

TASK ANALYSIS

a. Hang under bar with overhand grip.
b. Bring one leg up between arms.
c. Circle knee over bar.
d. This can be done with both knees.



SUGGESTED HIGH BAR COMBINATION-LEVEL I

The high bar provides the athlete with the opportunity to combine skills and create routines. The following are examples:

1. Perform a routine of 3 skills 3 out of 5 times.

TASK ANALYSIS

a. Mount bar.
b. Perform 2 skills.
c. Dismount.
d. Repeat routine.

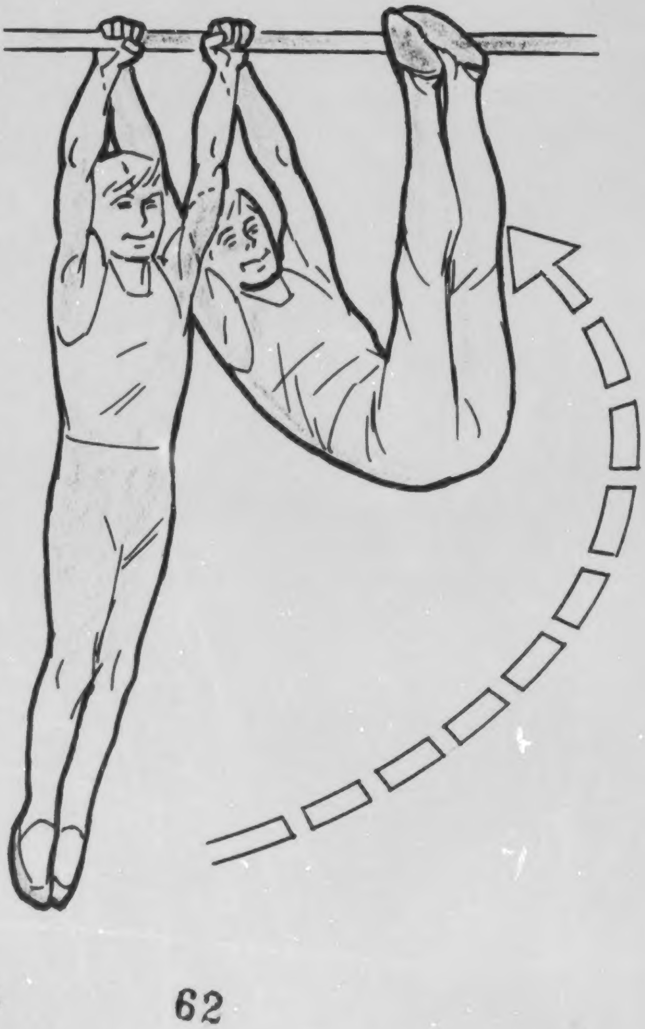
Suggested Combinations

- Jump to straight arm hang; bring feet up to bar; pass into inverted hang; release to straight arm hang.
- Jump to straight arm hang; perform skin the cat; pull feet through legs to straight arm hang.
- Jump to straight arm hang; pull feet up and over bar to straight arm support; swing down and do rear dismount.

Compulsory Routine Level I—High Bar

Each athlete should perform a compulsory routine of Level I High bar skills. This routine should include the following skills:

1. Mount: Come to attention.
2. Jump to straight arm support.
3. Bring feet up to bar.
4. Skin the cat.
5. Return to straight arm support.
6. Execute two swings.
7. Perform rear dismount from swing.
8. Dismount: Hold position for two counts.



SPORTS SKILLS ASSESSMENT-LEVEL II

Instructions

The Sports Skills Assessment—Level II is designed for higher skill level athletes. The test determines the student's present level of functioning within a specific skill or sport and shows his/her progress through training.

In administering the test, observe each athlete as he/she performs each test item. Score the athlete accordingly by checking the box located to the left of the task performed. If there is any question as to the athlete's competence in a particular skill, require the athlete to perform the task 3 out of 5 times.

After scoring each athlete, add up the total number of boxes, add 30 and indicate the athlete's present level of ability (i.e., Star, Super Champ, Superstar, etc.) If the athlete is performing at a lower skill level than measured in the Skills Assessment—Level II, re-evaluate the student utilizing Skills Assessment -Level I.

Skill Assessment—Level II

Pre Score Post Score Test Item #1 **TUMBLING**
☐ ☐ Performs front handspring
☐ ☐ Performs front walkover.
☐ ☐ Performs back walkover.
☐ ☐ Performs back handspring.
☐ ☐ Performs back somersault.
☐ ☐ Performs roundoff back handspring.
☐ ☐ Performs combination of 3 Level II skills.
☐ ☐ Performs compulsory routine Level II.
*Music optional

Test Item #2 **FREE EXERCISE**
☐ ☐ Performs forearm balance.
☐ ☐ Performs hand balance.
☐ ☐ Performs "L" neckspring with half twist.
☐ ☐ Performs back handspring to hand balance.
☐ ☐ Performs combination of 3 Level II skills.
☐ ☐ Performs compulsory routine Level II.
*Music optional

Test Item #3 **BEAM**
☐ ☐ Performs squat-on mount on beam.
☐ ☐ Performs step-up mount on beam.
☐ ☐ Performs pirouette on beam.
☐ ☐ Performs "V"-seat sit on beam.
☐ ☐ Performs forward roll on beam.
☐ ☐ Performs cartwheel dismount off low beam.
☐ ☐ Performs combination of 3 Level II skills.
☐ ☐ Performs compulsory routine Level II.

Pre Score Post Score Test Item #4 **PARALLEL BARS**
☐ ☐ Performs mount to bars.
☐ ☐ Performs swinging dips.
☐ ☐ Performs straight arm hop.
☐ ☐ Performs rear dismount.
☐ ☐ Performs straddle seat travel.
☐ ☐ Performs forward roll to straddle seat.
☐ ☐ Performs shoulder balance.
☐ ☐ Performs combination of 3 Level II skills.
☐ ☐ Performs compulsory routine Level II.

Test Item #5 **UNEVEN PARALLEL BARS**
☐ ☐ Performs cross seat mount.
☐ ☐ Performs skill from low bar to high bar.
☐ ☐ Performs back hip circle.
☐ ☐ Performs dismount.
☐ ☐ Performs combination of 3 Level II uneven parallel bars skills.
☐ ☐ Performs compulsory routine Level II.

Test Item #6 **SIDE HORSE**
☐ ☐ Performs mount.
☐ ☐ Performs single-leg half circle travel.
☐ ☐ Performs leg circle.
☐ ☐ Performs scissors.
☐ ☐ Performs combination of three Level II skills.
☐ ☐ Performs compulsory routine Level II.

Test Item #7 **VAULTING**
☐ ☐ Performs straddle vault.
☐ ☐ Performs squat vault.
☐ ☐ Performs layout vault.
☐ ☐ Performs a handspring vault.

SPORTS SKILLS ASSESSMENT-LEVEL II

Pre Score Post Score Test Item #8 **RINGS**

☐ ☐ Performs mount.
☐ ☐ Performs forward roll.
☐ ☐ Performs muscle up.
☐ ☐ Performs compulsory routine Level II.

Test Item #9 **HIGH BAR**

☐ ☐ Performs mount.
☐ ☐ Performs backward hip circle.
☐ ☐ Performs swing and dismount.
☐ ☐ Performs kip.
☐ ☐ Performs combination of 3 Level II skills.
☐ ☐ Performs compulsory routine Level II.

Pre Score Post Score Test Item #10 **KNOWLEDGE OF PARTICIPATION IN GYMNASTICS**

☐ ☐ Understands safety procedures.
☐ ☐ Understands rules and scoring of events.
☐ ☐ Participates cooperatively and competitively.
☐ ☐ Understands importance of courtesy for all competitors.
☐ ☐ Shows enthusiasm during participation and cooperation.

Check the appropriate skill achieved:

____
PRE SCORE

☐ 31-40 STAR
☐ 41-50 SUPER CHAMP
☐ 51-60 SUPERSTAR

____
POST SCORE

☐ 31-40 STAR
☐ 41-50 SUPER CHAMP
☐ 51-60 SUPERSTAR

________ hrs.
APPROXIMATE TRAINING TIME

TUMBLING-LEVEL II

3.0 Given demonstration and practice, the student will successfully execute the necessary skills to perform Level II Gymnastics Skills.

FRONT TUMBLING

FRONT LIMBER

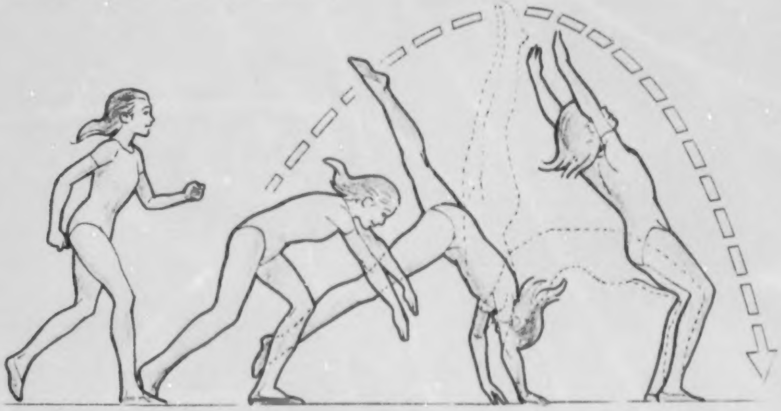
1. Perform a front limber 3 out of 5 times.

TASK ANALYSIS

a. Kick up to a handstand.
b. Arch back as feet continue over top and land on ground.
c. As feet touch ground in a bridge, push off both hands and stand up, keeping head back, and arms overhead.

TEACHING SUGGESTIONS

- **Spotting: Two spotters, one standing on each side support back with far arm and upper arm with inside hand. Help lift to a stand.**
- **Always warm up back thoroughly before attempting.**



FRONT WALKOVER

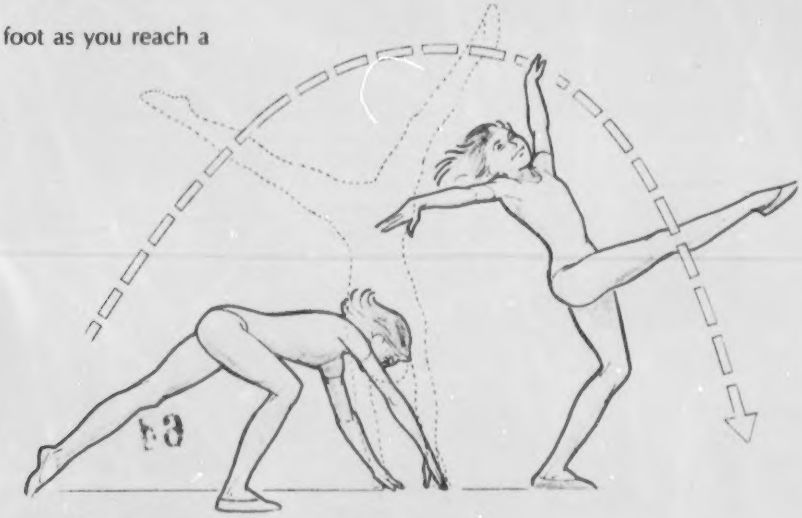
2. Perform a front walkover 3 out of 5 times.

TASK ANALYSIS

a. Kick up and through a handstand with legs kept apart in a split position.
b. As first foot touches the ground, push hands off ground, maintaining arched back, with head kept between arms.
c. Step forward on second foot as you reach a standing position.

TEACHING SUGGESTIONS

- **Spotting: Same as front limber.**
- **Variations—tinsica (cartwheel into front walkover); one arm, switch leg, dive, etc. . . .**



BACK TUMBLING
BACK LIMBER

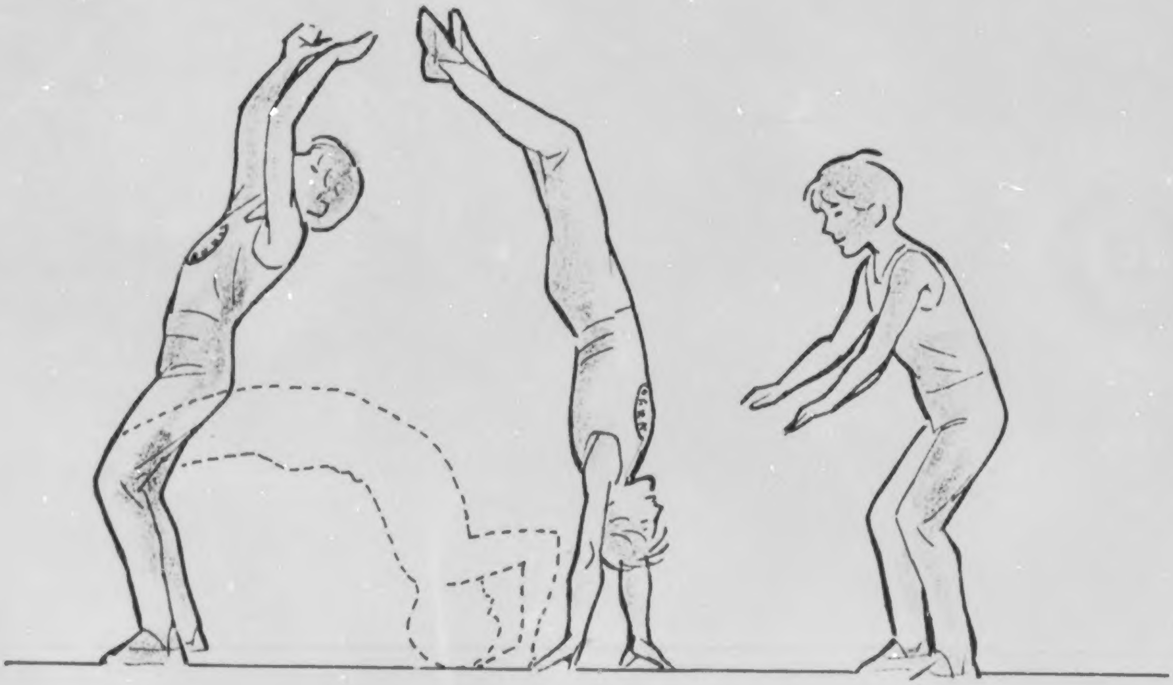
3. Perform a back limber 3 out of 5 times.

TASK ANALYSIS

a. Start from standing position.
b. Arch back, head between arms.
c. As hands touch mat, kick with both feet and straighten into a handstand.
d. Pike down. When feet hit the ground, stand up.

TEACHING SUGGESTIONS

- **Spotting: Support upper back on arch. As hands touch, help lift legs with other arm.**
- **Back should be thoroughly warmed up before attempting.**



BACK WALKOVER

4. Perform a back walkover 3 out of 5 times.

a. Start in standing position with arms overhead and weight on one leg.

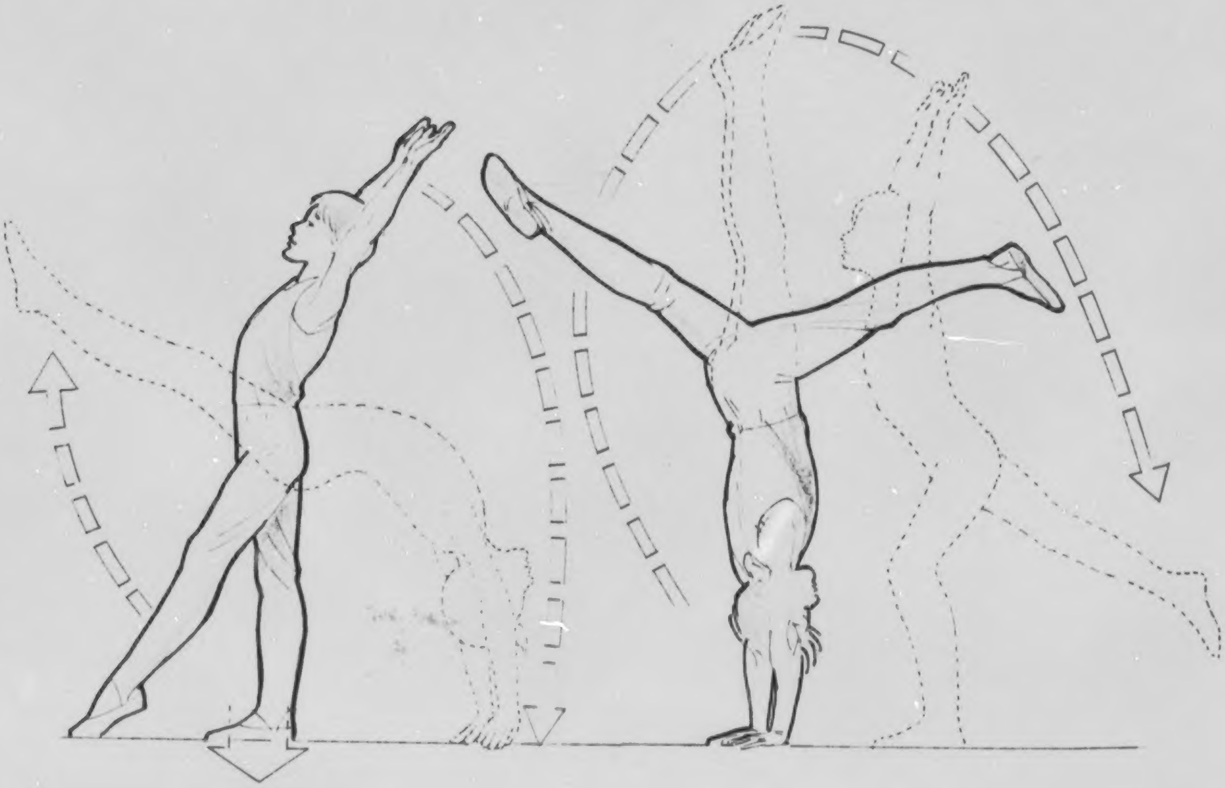
b. Lift non-weightbearing leg as back is arched and hands reach for floor.

c. As hands touch floor, lift the other leg.

d. When first foot touches the ground, lift arms up and obtain scale position.

TEACHING SUGGESTIONS

- **Spotting: Support with far arm and lift lead leg with the other arm.**
- **Variations—one arm walkover, back tinsica, switch leg, start from sitting (valdez), etc..**



BACK HANDSPRING

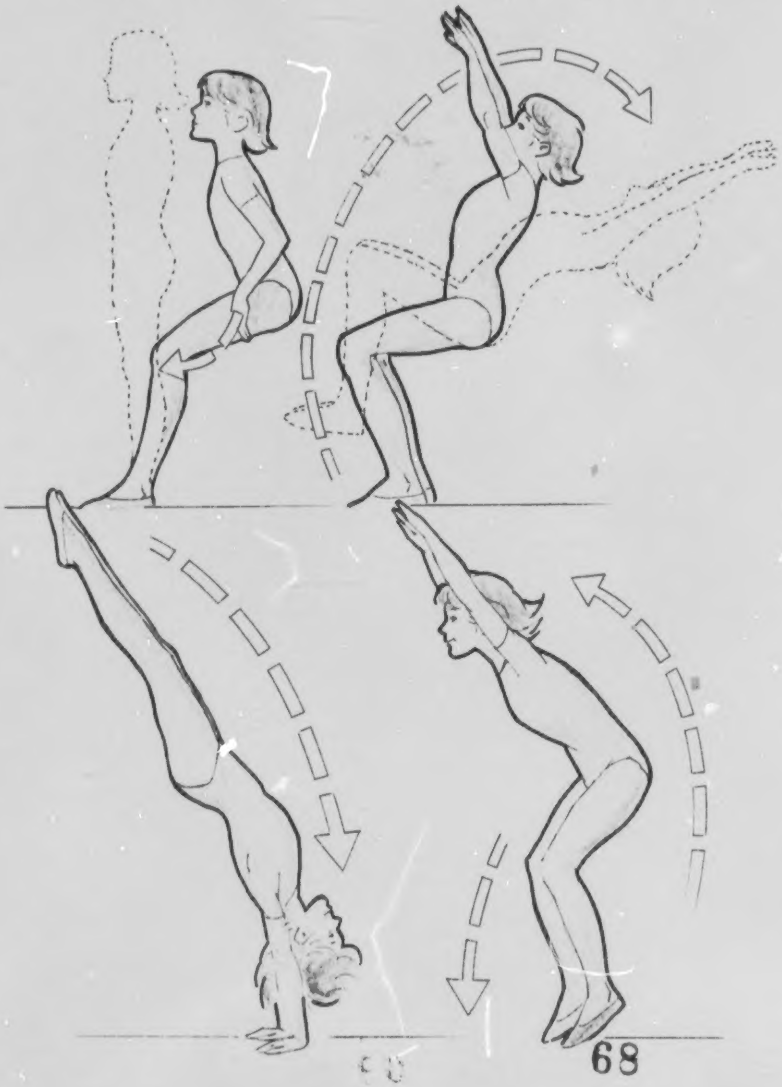
5. Perform a back handspring 3 out of 5 times.

TASK ANALYSIS

a. Start from standing position, arms at side of body.
b. Begin sitting motion.
c. As body falls off balance backwards, swing arms upward over head and face head backward.
d. Face hips upwards and throw hands backwards toward mat.
e. Straighten legs and push off mat.
f. As hands reach mat, snap legs down, lifting hands off mat.
g. Land in standing position.

TEACHING SUGGESTIONS

- **SPOTTING: This is an advanced tumbling skill and should not be tried without a spotter.**
- **A safety belt is recommended for learning this skill.**
- **If hand spotting is used, 2 spotters should be on their knees or standing on mat at the side of performer.**
- **It is important that the athlete continue to force the arms over in an arc until they reach the mat.**
- **Have athlete do a backbend and assist by supporting weight and keeping arms straight.**
- **Carry feet overhead through a handstand position.**
- **Place one hand in small of back of athlete and the other to assist by lifting athlete's thighs.**



BACK SOMERSAULT

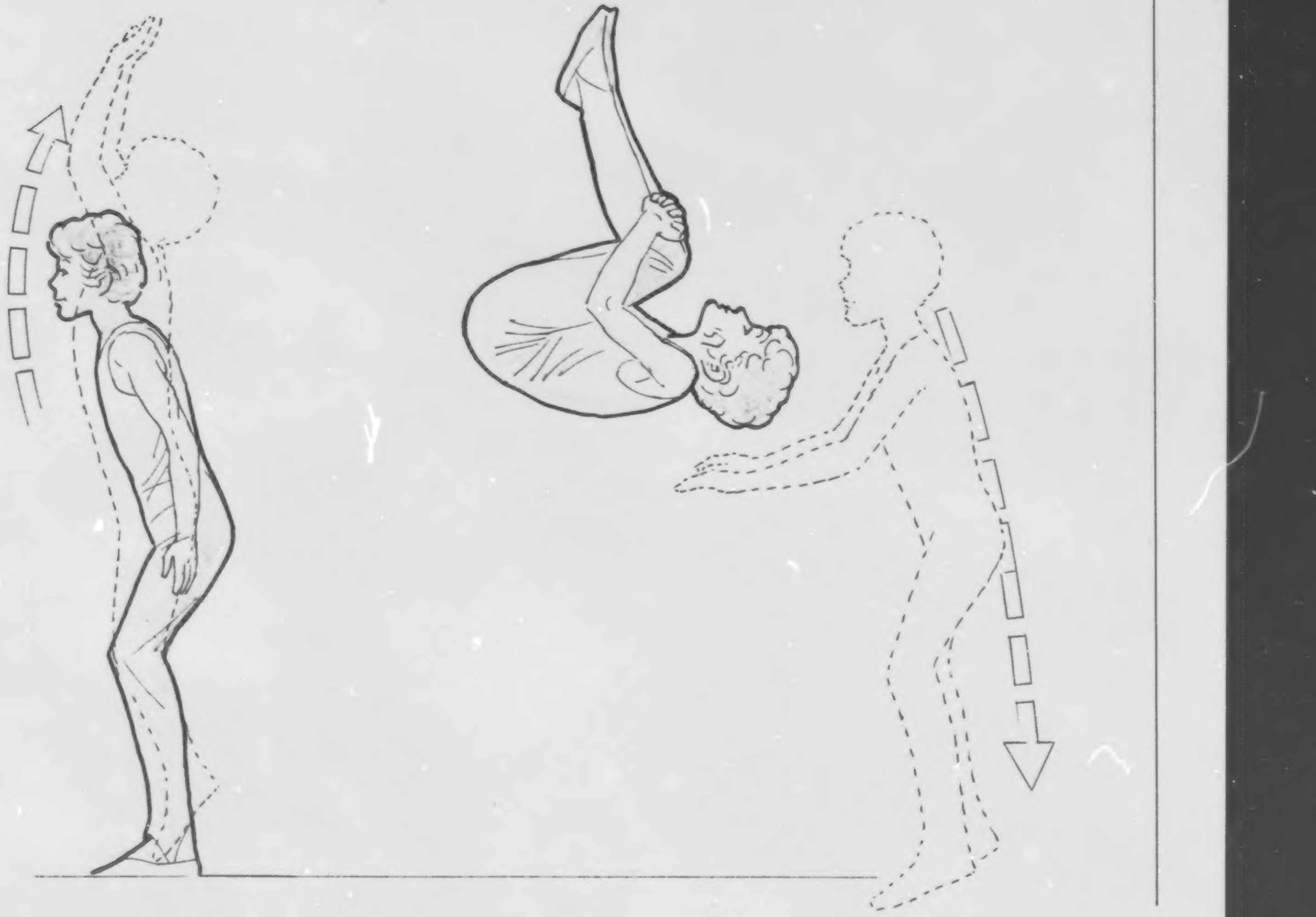
6. Perform a back somersault 3 out of 5 times.

TASK ANALYSIS

a. Start from standing position.
b. Arms should be at sides of body.
c. Bend knees.
d. Swing arms backward.
e. Jump up and swing arms overhead, lifting chest toward the ceiling.
f. Bring knees up to chest, and let head look backward.
g. Pull body into tight tuck position.
h. As rotation continues, look for wall and reach overhead with arms again.
i. Land on feet.

TEACHING SUGGESTIONS

- **SPOTTING: This skill should not be performed without a spotter.**
- **Try a jump-tuck first. Jump in air, pushing knees to chest. As knees hit chest, arms are in the air and spotter is supporting the back.**
- **It is important to bring knees to chest and not chest down to knees.**
- **DO NOT THROW HEAD BACK DURING THIS LEAD UP SKILL because it may cause partial turnover.**



ROUNDOFF—BACK HANDSPRING

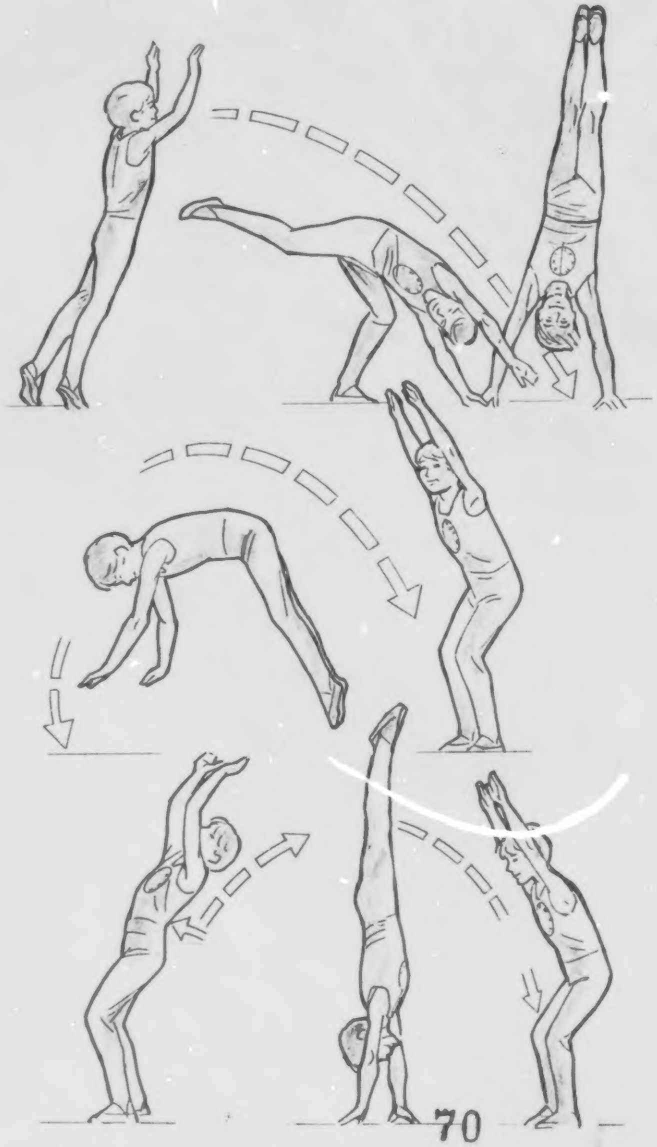
7. Perform a roundoff—back handspring 3 out of 5 times.

TASK ANALYSIS

a. Start with a good run.
b. Execute a roundoff.
c. Push off the hands so entire body is in air.
d. Snap feet downward, but before they hit the mat, start handspring.
e. During roundoff, brings hands off the floor and begin throwing backward and downward into back handspring.
f. Keep arms straight and hands forward.
g. Land on feet.

TEACHING SUGGESTIONS

- **SPOTTING: Smaller athletes may be hand-spotted. Larger athletes should use 2 spotters and a safety belt.**
- **Practice lifting the arms quickly from the round off.**



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SUGGESTED TUMBLING COMBINATION-LEVEL II

Tumbling provides the athlete with opportunities to combine skills and create a routine. The following are suggestions for combining skills and routines.

1. **Perform a combination of Level II tumbling skills 3 out of 5 times.**

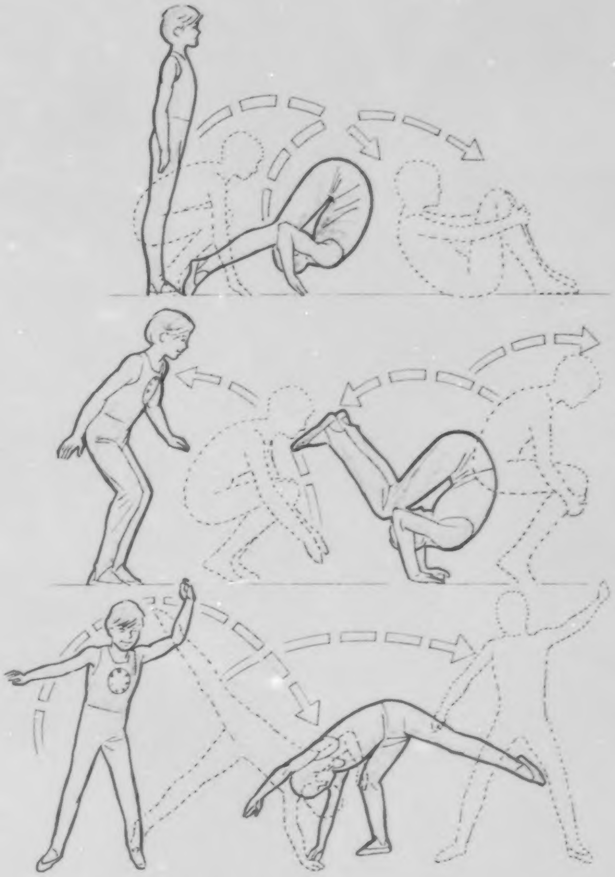
TASK ANALYSIS

a. Perform a combination that includes 3 Level II skills.
b. Once combination is achieved, repeat combination as a routine.

Suggested Combinations:

There are many possible combinations of tumbling skills. Some of these include:

- Front walkover; cartwheel.
- Cartwheel, switch leg cartwheel, back walkover.
- Cartwheel into roundoff into back extension.
- Series of handsprings.
- Roundoff; back handspring; back somersault.



Each athlete should perform a compulsory routine of Level II Tumbling skills. This routine should include the following skills:

Compulsory Routine:

1. Mount: Come to attention.
2. Front handspring.
3. Dive forward roll.
4. Forward roll.
5. Backward roll to stand.
6. Cartwheel round off straddle jump.
7. Dismount: Hold position for two counts.

BALANCE SKILLS

FORFARM BALANCE

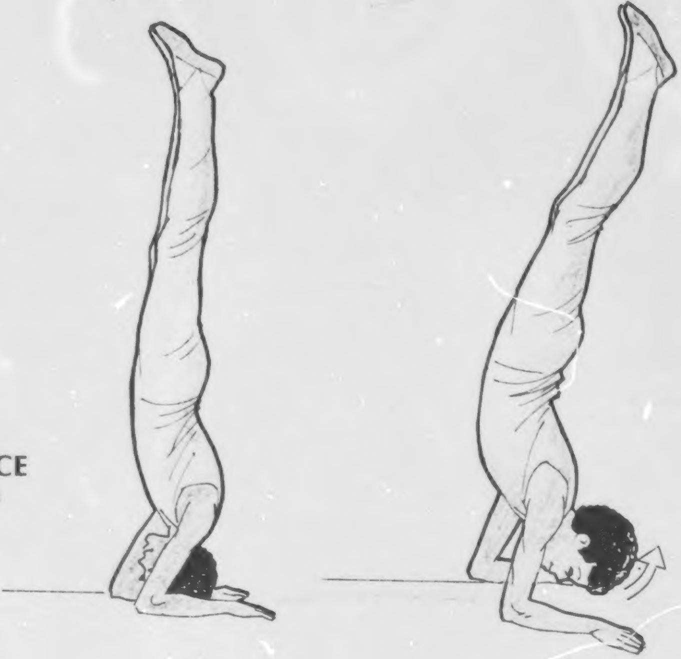
1. Perform a forearm balance 3 out of 5 times.

TASK ANALYSIS

a. Start from a head and forearm balance.
b. Lift head off the mat and balance on forearms only.
c. Return to feet.

TEACHING SUGGESTIONS

- **SPOTTING: Stand behind athlete and steady legs as they are kicked up.**
- **Keep upper arms as vertical as possible and the lower arms parallel to each other.**
- **This position may be reached by placing forearms down and kicking up into balance position.**

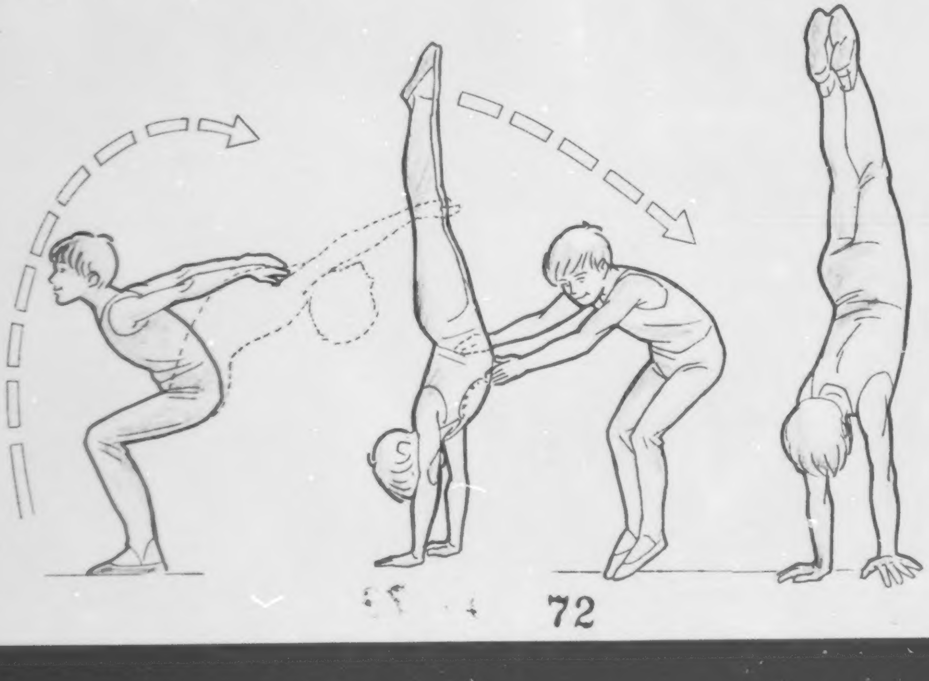


BACK HANDSPRING TO HAND BALANCE

2. Perform a back handspring to hand balance 3 out of 5 times.

TASK ANALYSIS

a. Start by executing a slow back handspring.
b. Stall feet behind body as much as possible.
c. After repeated attempts, the hand balance position will be achieved.
d. Return to feet.

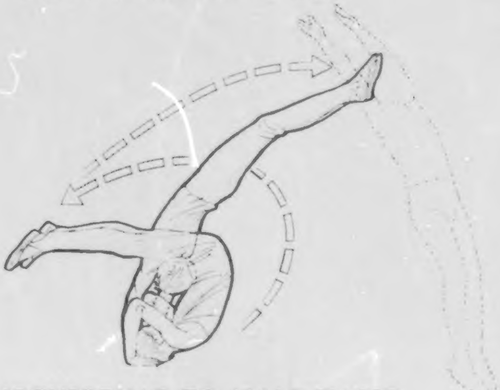


AGILITY SKILLS
NECKSPRING (Kip Up)

1. Perform a neckspring 3 out of 5 times.

TASK ANALYSIS

a. Start from a squat.
b. Roll backward until hands are on the mat and feet are well beyond the head with legs straight.
c. Reverse direction by forcefully throwing the legs and pushing with the arms into an arched position, with head back and arms overhead.
d. Land on the feet in a stand.



TEACHING SUGGESTIONS

- **A safe recovery may be made from an overbalance by turning the body a quarter turn and landing on feet.**
- **Remind student to keep back arched and arms straight.**
- **After landing on feet, extend body to front resting position.**

TEACHING SUGGESTIONS

- **SPOTTING: from the side place one hand on back and lift as legs reach vertical and place the other hand on the upper arm.**
- **The technique is similar to that of a headspring.**
- **A slight arch with head kept between the arms will help.**

NECKSPRING TO HALF TWIST

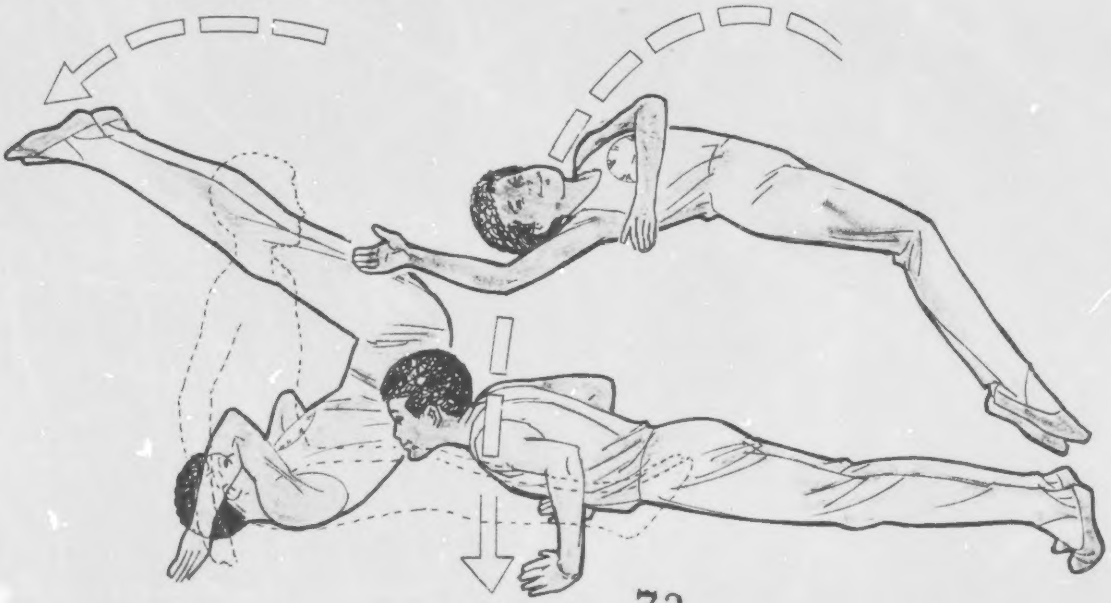
2. Perform a neckspring to half twist 3 out of 5 times.

TASK ANALYSIS

a. Execute a neckspring and immediately after whip of legs start, execute a fast half twist.
b. Land on hands, fall to push-up position.

TEACHING SUGGESTION

- **Continue to practice attempts.**



DANCE SKILLS

DUTCH JUMP

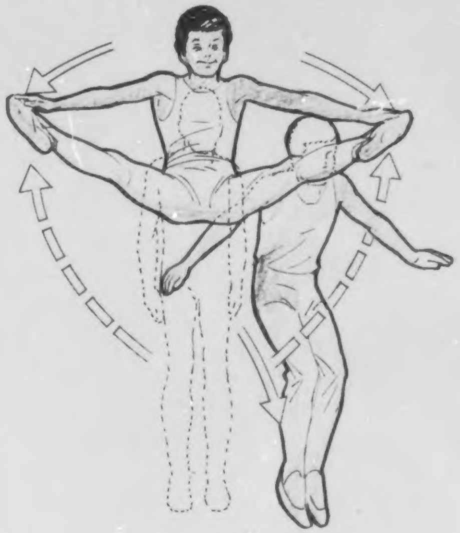
5. Perform a Dutch Jump 3 out of 5 times.

TASK ANALYSIS

a. From stand, jump in air.
b. Straddle legs and pike at the hips.
c. Touch toes leaving chest up.
d. Land softly by flexing knees and ankles.

TEACHING SUGGESTION

- **Variations of jumps can be used in free exercise—i.e., stag jumps, jump turns, tuck jump, etc.**



SPLIT LEAP

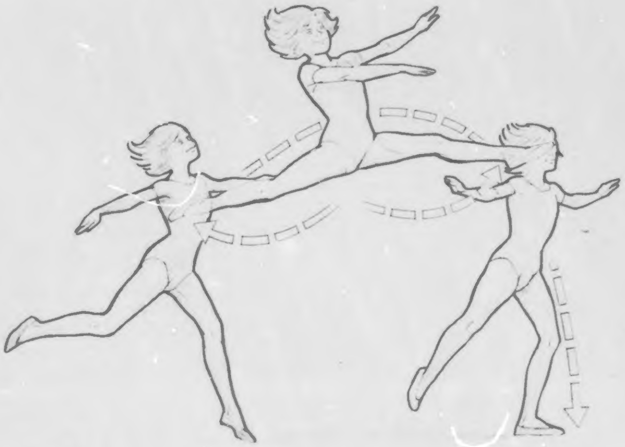
6. Perfrom a split leap 3 out of 5 times.

TASK ANALYSIS

a. From a run, leap into the air splitting legs and keeping chest up.
b. Land on one leg and continue forward.

TEACHING SUGGESTION

- **Variations include various arm placements, staging, two in a row, switch leg, etc..**



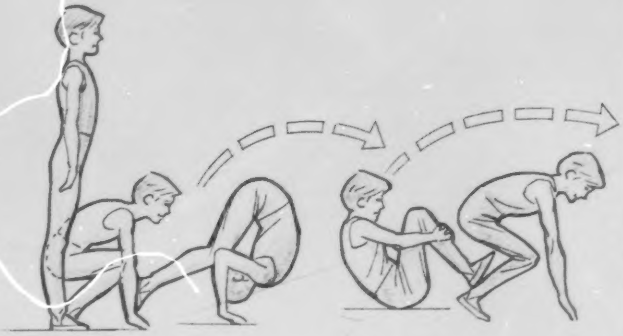
7. Perform various locomotor movements within a floor exercise routine 3 out of 5 times.

TASK ANALYSIS

a. Practice basic locomotor movements of running, skipping, hopping, galloping, etc. and place them in a combination.
b. Folk dance, ballet, modern and jazz dance may be incorporated in women's floor exercise.

SUGGESTED FREE EXERCISE COMBINATION-LEVEL II

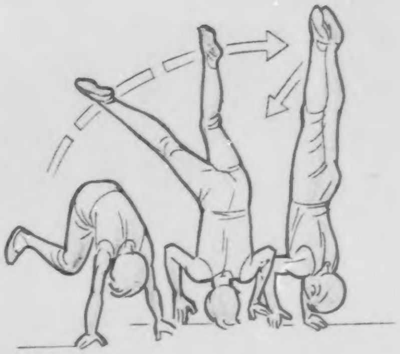
Free exercise provides the athlete with the opportunity to combine skills and create a routine. The following are suggestions for combining skills and routines.



1. Perform a combination of Level II free exercise skills 3 out of 5 times.

TASK ANALYSIS

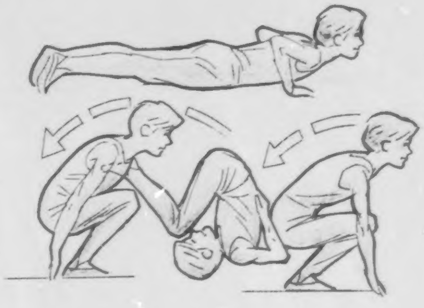
a. Perform a combination that includes 3 Level II free exercise skills 3 out of 5 times.
b. Once combination is achieved repeat combination as a routine.



Suggested Combinations:

Creativity and imagination should be stressed in placing skills into a sequence and then to a routine. These could include:

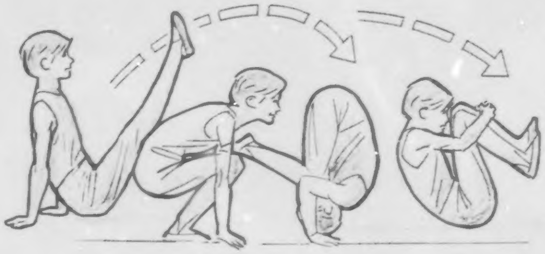
- Side scale; cartwheel; to handspring.
- Forward roll; cartwheel; front handspring; front fall.
- Headstand; press to handstand; forward roll; roundoff.
- Press to handstand; forward roll; roundoff; back somersault.
- Roundoff; back handspring; back somersault; back handspring to feet; handspring; forward roll; headspring.



Each athlete should perform a compulsory routine of Level II Free Exercise skills. This routine should include the following skills:

Compulsory Routine—Free Exercise Level II

1. Mount: Come to attention.
2. Forward roll to squat.
3. Squat to headstand.
4. Forward roll to swedish fall.
5. Roll over to back.
6. V-seat.
7. Roll over to front.
8. Forward roll to stand.
9. Cartwheel-roundoff Dutch jump.
10. Dismount: Hold position 2 counts.



SQUAT MOUNT

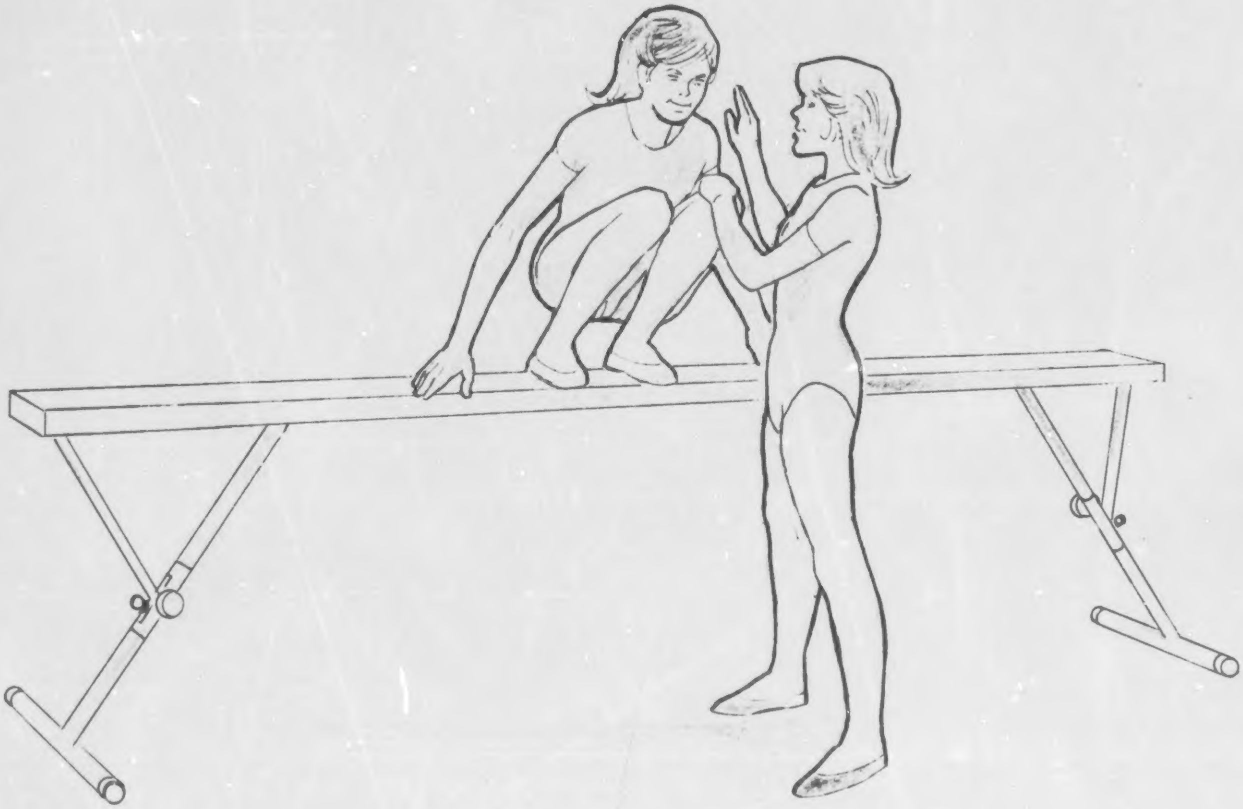
1. Perform squat-on mount 3 out of 5 times.

TASK ANALYSIS

a. Start from standing position.
b. Place hand on beam.
c. Jump up and bring legs up and between arms.
d. Place feet between hands on beam.

TEACHING SUGGESTIONS

- **The spotter should stand close to the athlete to prevent falls.**
- **Hold arm and help lift hips. A board may be used to obtain height.**
- **Variations—done as a step on (one foot at a time) or in a straddle or lunge position.**



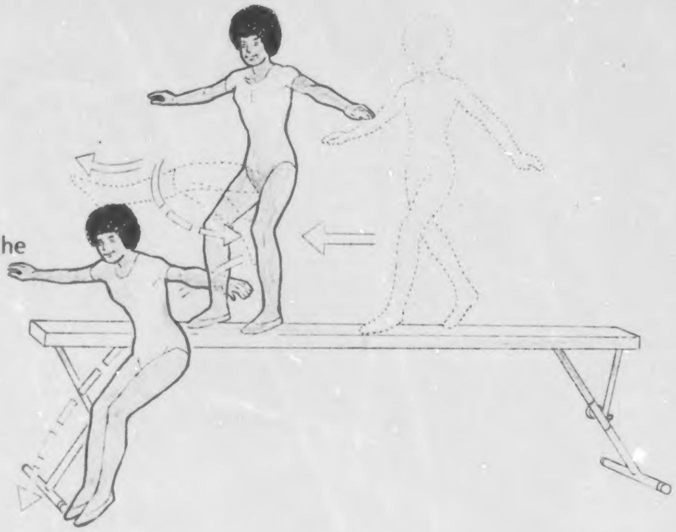
DANCE

STEP-TAP-HOPS

1. Perform step-tap-hops 3 out of 5 times.

TASK ANALYSIS

a. Step forward on left foot.
b. Bend the right knee.
c. Touch right foot to the left knee.
d. Hop on left foot while extending right leg forward.
e. Land on left foot to follow with a step onto the right foot.



PIROUETTE

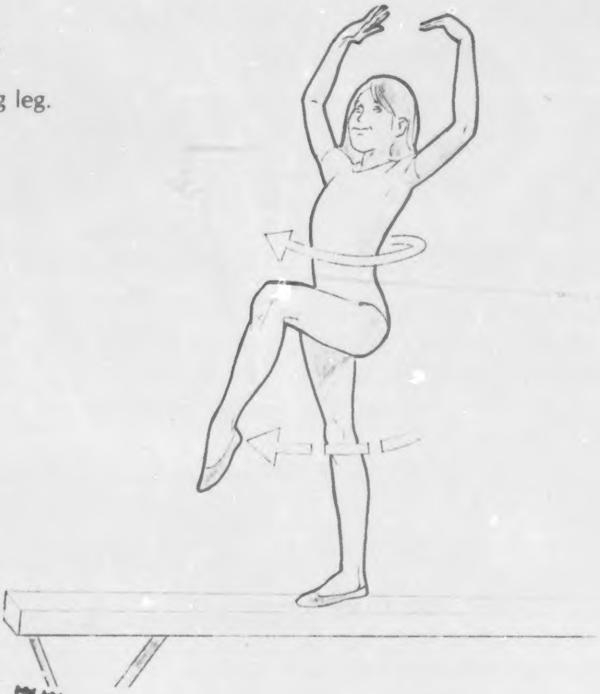
2. Perform a pirouette 3 out of 5 times.

TASK ANALYSIS

a. Hold arms over head for balance.
b. Rotate body around forward on supporting foot.
c. Place toe of free leg on ankle of supporting leg.
d. Upon completion of turn, drop free leg to beam to assume balance.

TEACHING SUGGESTIONS

- **Spot with head as turn is made.**
- **Arms may vary in their position.**



BEAM-LEVEL II

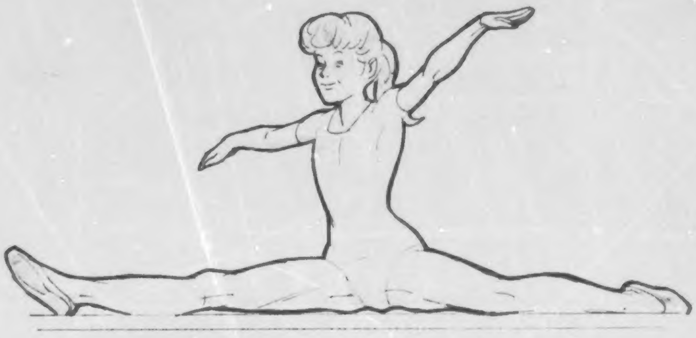
BALANCE MOVES

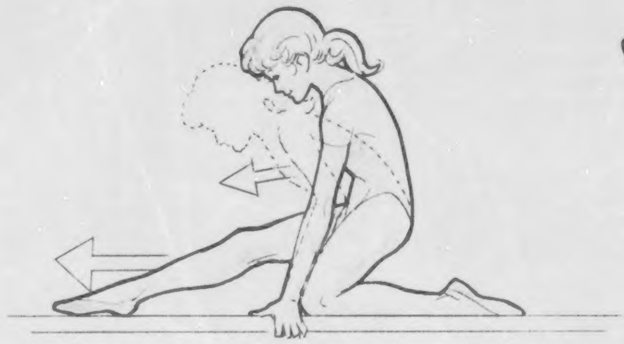
SPLIT

1. Perform a split 3 out of 5 times.

TASK ANALYSIS

a. From a deep lunge, slowly slide front leg until a split position is reached.
b. To recover, let back leg off beam.





ENGLISH HANDSTAND

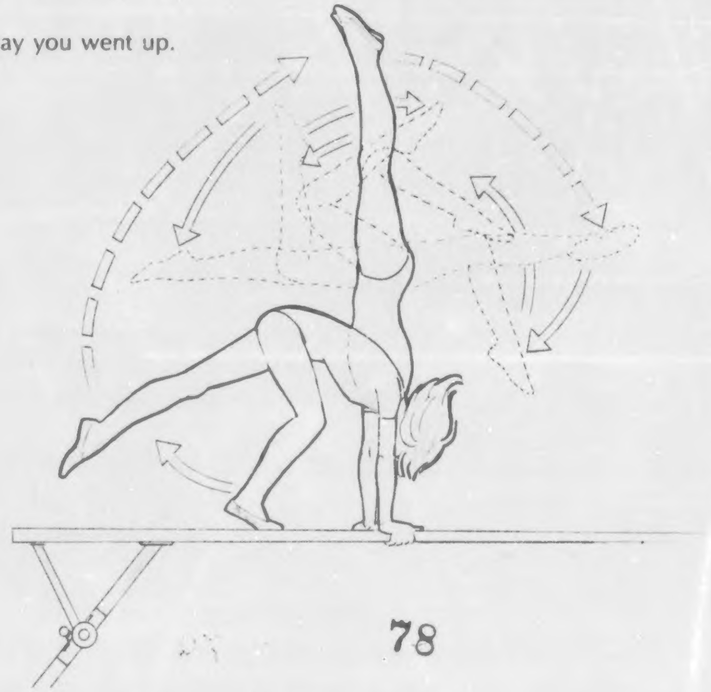
2. Perfrom an English Handstand 3 out of 5 times.

TASK ANALYSIS

a. Stand on beam in a lunge.
b. Place hands on beam with thumbs on top and fingers wrapped around sides of beam.
c. Kick to handstand.
d. Step down the same way you went up.

TEACHING SUGGESTIONS

- **Spotting: Done on low beam first. Spot hips as you did on the floor.**
- **Handstand on the floor is a prerequisite.**
- **Variations—side handstand, handstand forward roll.**



TUMBLING MOVES

FORWARD ROLL

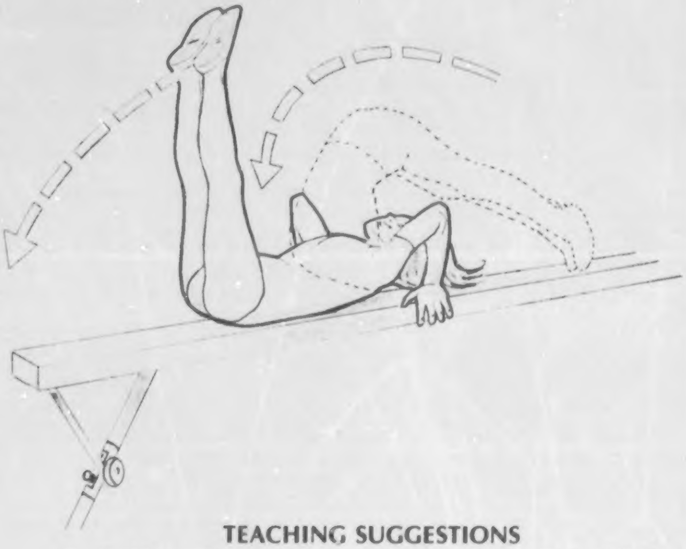
1. Perform forward roll 3 out of 5 times.

TASK ANALYSIS

a. Start from kneeling or standing position.
b. Grip beam with hands, thumbs on top and fingers on side.
c. Move hips upwards into forward roll motion.
d. Tuck head and squeeze the elbows inward.
e. Continue roll so body ends back on feet.

TEACHING SUGGESTIONS

- **Spotting: Place one hand behind head and the other on stomach. Lift hips as they roll.**
- **Shoulder roll is a possible lead up. Place head to side of beam.**



BACKWARD ROLL

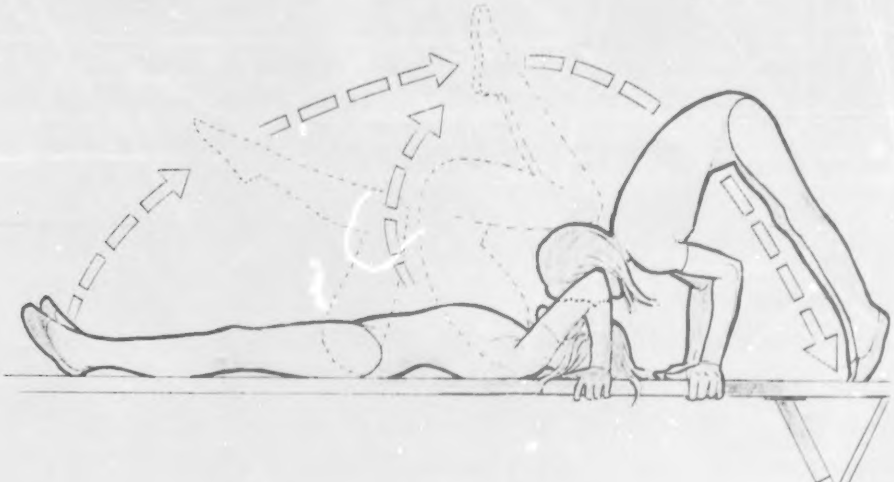
2. Perform a backward roll 3 out of 5 times:

TASK ANALYSIS

a. Lie on back on beam.
b. Bend elbows and place hands with thumbs on top of the beam and fingers downside at the neck.
c. Lift feet and then hips as roll begins.
d. Push with arms at conclusion.
e. Land on knees or feet.

TEACHING SUGGESTIONS

- **Spotting: Place arm around stomach, assist in lifting hips. This may be done on low beam first.**
- **Back shoulder roll may be a preliminary skill.**
- **Roll may begin from a squat position.**



DISMOUNT

CARTWHEEL DISMOUNT

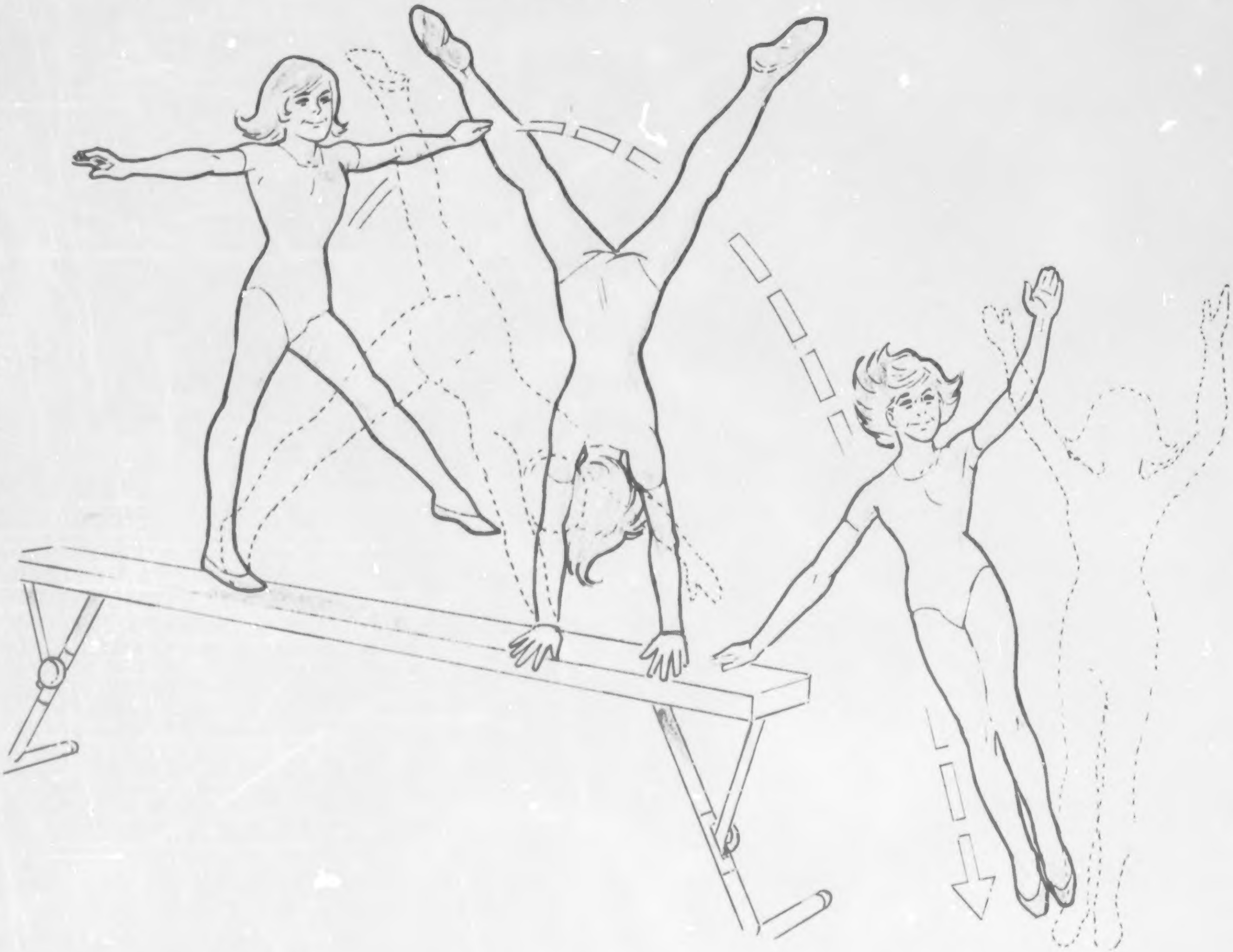
1. Perform a cartwheel dismount 3 out of 5 times.

TASK ANALYSIS

a. Stand near end of beam.
b. Lean sidewards and execute a cartwheel on end of beam.
c. Land on feet on the floor.

TEACHING SUGGESTION

- **Spotting: Same as on floor**
- **Do on low beam first. Do as a roundoff on high beam.**



SUGGESTED BEAM COMBINATION-LEVEL II

Beam provides the athlete the opportunity to combine skills and create a routine. The following are suggestions for combining skills and routines.

1. Perform a combination of Level II beam skills 3 out of 5 times.

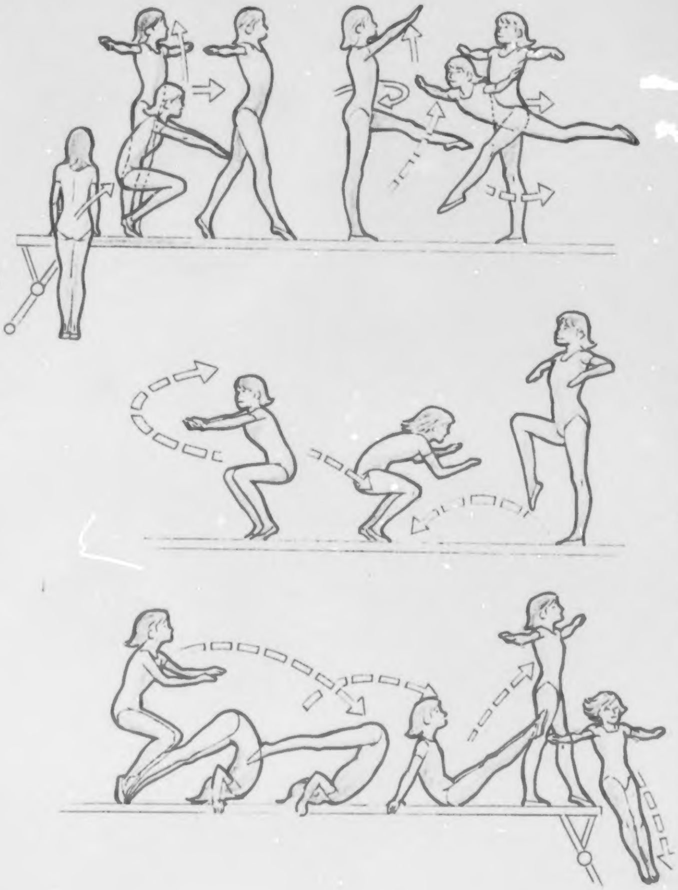
TASK ANALYSIS

a. Perform a combination that includes 3 Level II skills.
b. Once combination is achieved, repeat combination as a routine.

Suggested Beam Combination Level II

Skills should be combined and practiced. When combined skills are achieved, a routine should be created and performed. Suggested combinations include:

- Straight arm mount; to straddle seat; to back shoulder roll.
- Mount to top of beam; perform step-hop-jumps; pirouette, squat turn; forward roll; dismount.
- Mount forward roll; lunge to split; drop back leg; "V" seat; backward roll scale to stand; handstand; cartwheel dismount.



Suggested Combinations:

Each athlete should perform a compulsory routine of Level II beam skills. This routine should include the following skills:

Compulsory Routine:

1. Mount: Come to attention.
2. Jump to squat on mount near end of beam.
3. Stand on beam.
4. Walk forward halfway.
5. Execute half pirouette.
6. Walk backward to end of beam.
7. Do a scale.
8. Skip to middle of beam.
9. Squat turn.
10. Forward roll.
11. Stand up.
12. Walk to end of beam.
13. Jump to mat.
14. Dismount: Hold position for two counts.

PARALLEL BARS-LEVEL II

MOUNTS

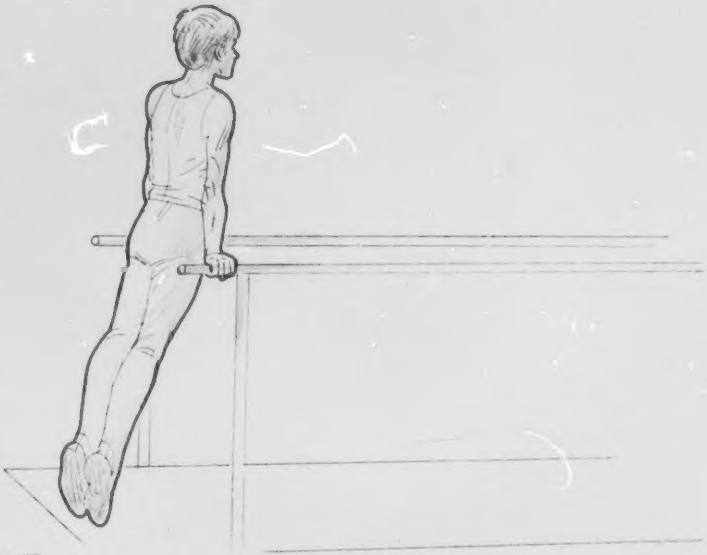
1. Perform a straight arm mount 3 out of 5 times.

TASK ANALYSIS

a. Jump upward into straight arm support either on ends of bar or middle of bar.
b. Keep arms straight and head up.
c. Point toes and do not bend hips.

TEACHING SUGGESTIONS

- **SPOTTING: Support above elbow from the side.**
- **One may travel the length of bars from this position.**



BACK ROLL TO STRADDLE SEAT MOUNT

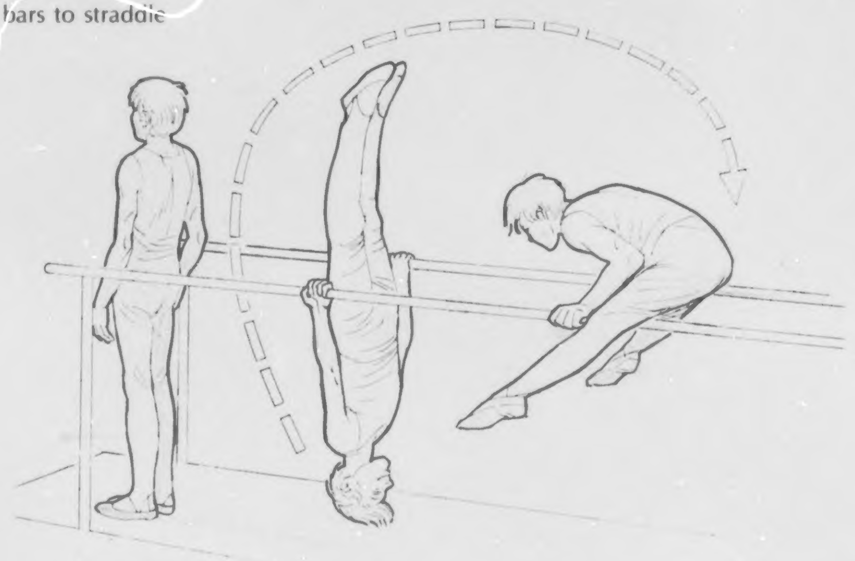
2. Perform a back roll to straddle seat 3 out of 5 times.

TASK ANALYSIS

a. Start with back to end of bars.
b. Place hands on bars in reverse grasp.
c. Lift legs up into an inverted hang and continue forward to bars.
d. Continue roll up and on the bars to straddle seat position.

TEACHING SUGGESTION

- **SPOTTING: Stand next to athlete and place hand on chest and assist to straddle seat position.**

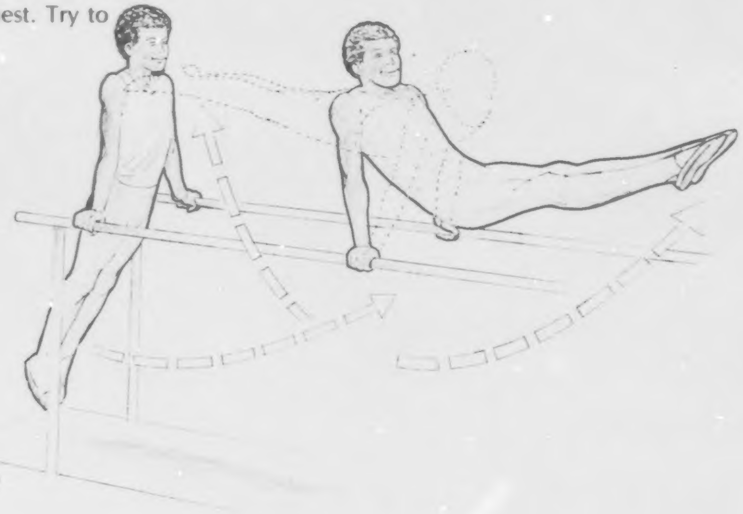


SWING FROM FRONT ARM SUPPORT

1. Perform swing from front arm support position 3 out of 5 times.

TASK ANALYSIS

a. Jump to straight arm support position on ends of bars.
b. Bring legs up slightly.
c. Extend body in arched position.
d. Swing legs downward and backward in a series of swings. Swing from shoulders and chest. Try to minimize bending at hips.

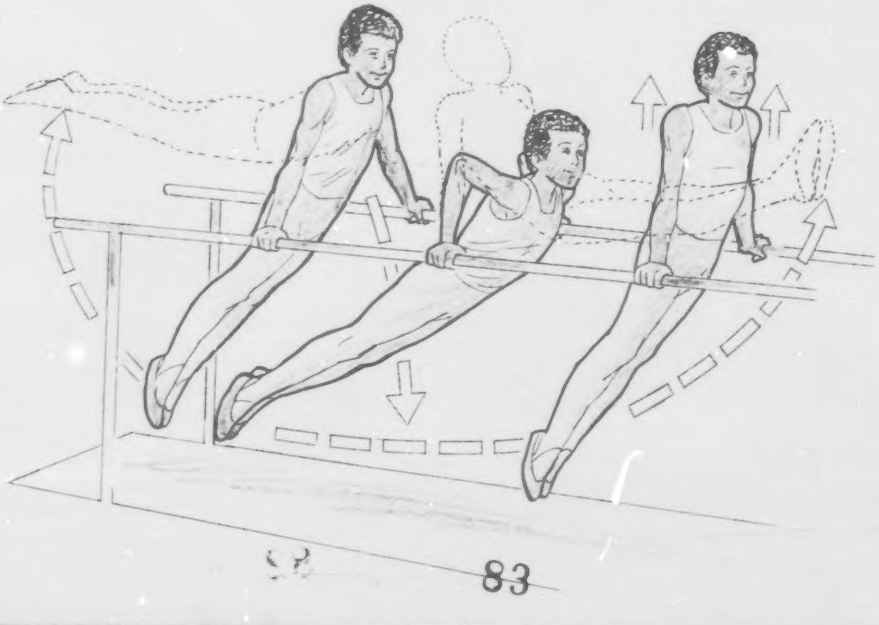


SWINGING DIPS

1. Perform swinging dip 3 out of 5 times.

TASK ANALYSIS

a. Swing in straight arm position.
b. When feet are at end of bars, swing-flex arms and drop to dip position.
c. When legs reach end of forward swing, push arms straight out.
d. Finish in straight arm support.



PARALLEL BARS-LEVEL II

REAR DISMOUNT

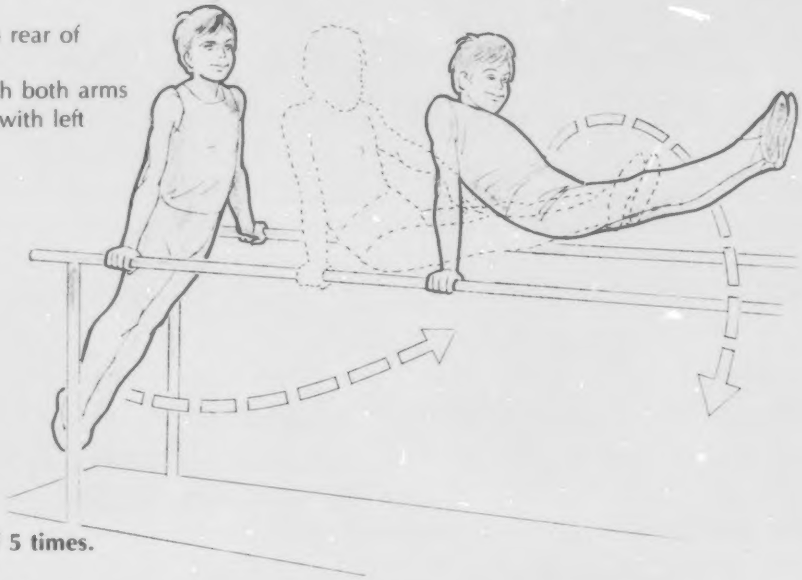
1. Perform a rear dismount 3 out of 5 times.

TASK ANALYSIS

a. Start in center of bars in straight arm support position.
b. Swing forward. As feet reach a point above bars, push with left hand.
c. Swing the body over the right bar so rear of body is closest to the bar.
d. After passing over right bar, land with both arms over head. Do not regrasp right bar with left hand.

TEACHING SUGGESTION

• SPOTTING: Stand to side and behind bars to assist athlete with dismount.

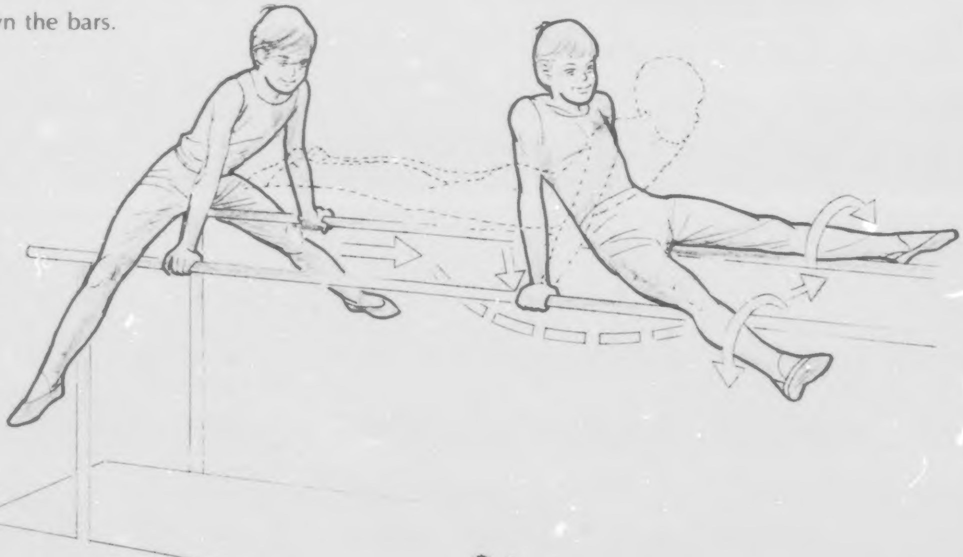


STRADDLE SEAT TRAVEL

1. Perform a straddle seat travel 3 out of 5 times.

TASK ANALYSIS

a. From straddle position, lean forward.
b. Place hands on bars in front of legs.
c. Shift weight to straight arms.
d. Swing legs backward above bar.
e. Bring legs together and swing forward between bars.
f. Continue to travel down the bars.

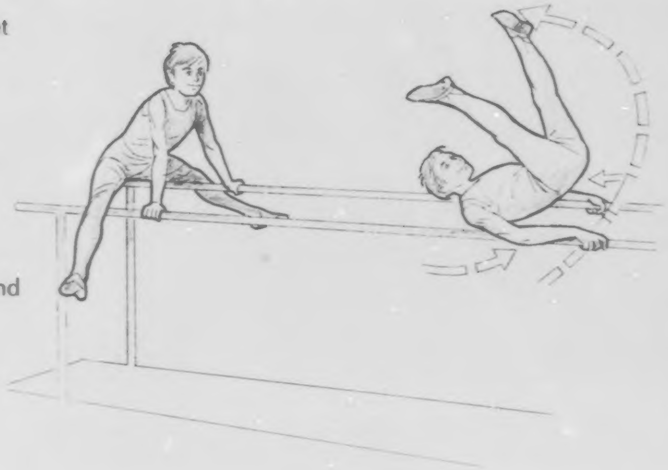


FORWARD ROLL TO STRADDLE SEAT

2. Perform a forward roll to straddle seat 3 out of 5 times.

TASK ANALYSIS

a. From straddle seat position, grasp bars in front of thighs.
b. Lean forward and place upper arms on bars with elbows out.
c. Raise hips to pike position.
d. As hips pass over head, release hands; roll forward.
e. Keep elbows out.
f. Regrasp the bars.
g. Before legs pass through bars, straddle legs and raise to a straddled seat on the bar.



SHOULDER BALANCE

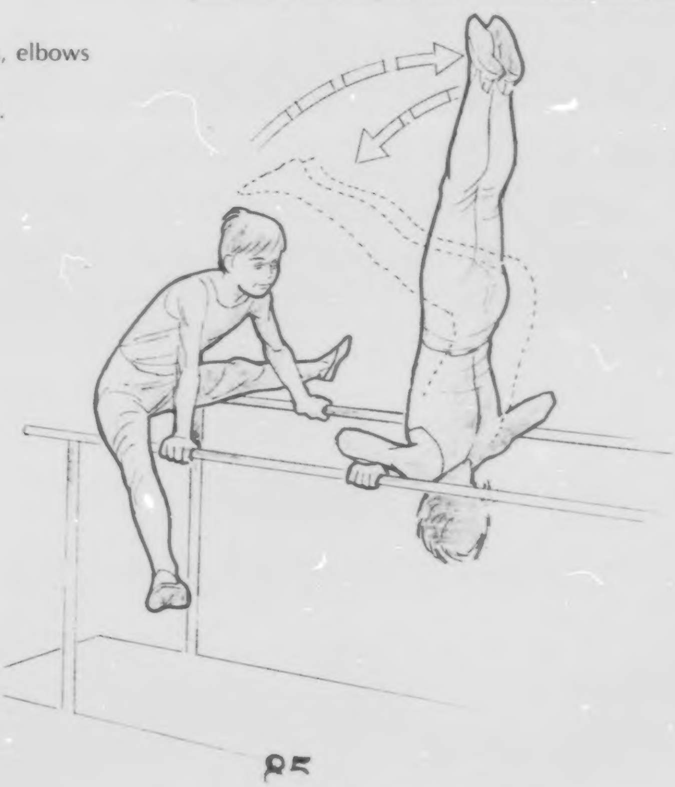
3. Perform a shoulder balance 3 out of 5 times.

TASK ANALYSIS

a. Start in straddle seat position.
b. Grasp bars in front of thighs.
c. Lean forward and place arms on bars, elbows out.
d. Raise hips and extend legs over head.
e. Reach shoulder balance position.

TEACHING SUGGESTION

- **SPOTTING: Spotter should be to side of bars and place one arm *under* bar and on athlete's back.**



SUGGESTED PARALLEL BARS COMBINATION-LEVEL II

The parallel bars provide an opportunity to combine skills and create routines. The following are suggested combinations and routines. These include:

1. Perform parallel bar skills 3 out of 5 times.

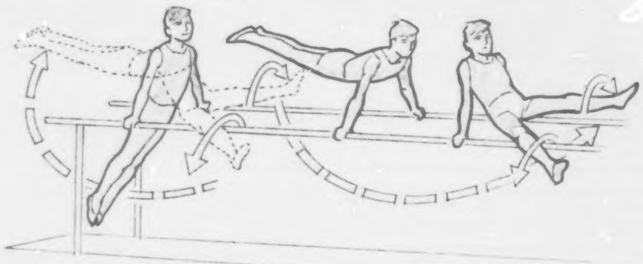
TASK ANALYSIS

a. Do routine that combines at least 3 Level II skills.
b. Once skills are accomplished, place in sequence and repeat.
c. Extend time of routine.

Suggested Combinations—Parallel Bars

The parallel bars provide an excellent opportunity to combine skills and create routines. The following are some suggested combinations:

- Mount to straight arm support; swing to straddle seat; swing; front dismount.
- Backward roll to straddle seat; straight arm support; straddle seat to forward roll; straight arm support; swing to dismount.

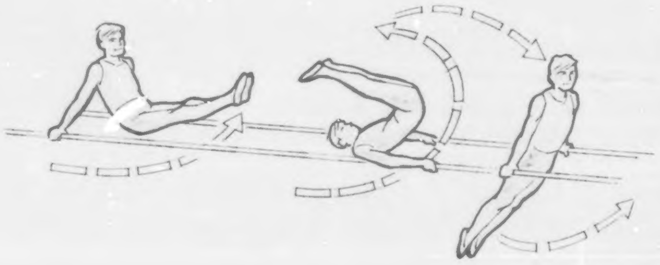


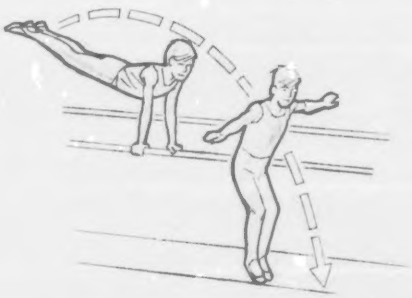
Compulsory Routines—Parallel Bars Level II

Each athlete should perform a compulsory routine of Level II parallel bars skills. This routine should include the following skills:

Compulsory Routine

1. Mount: Come to attention.
2. Jump to straight arm support.
3. Swing to straddle seat.
4. Perform 2 straddle seat travels.
5. Forward roll to straddle seat.
6. Move to straight arm support.
7. Swing.
8. Perform a front dismount.
9. Dismount: Hold position for 2 counts.





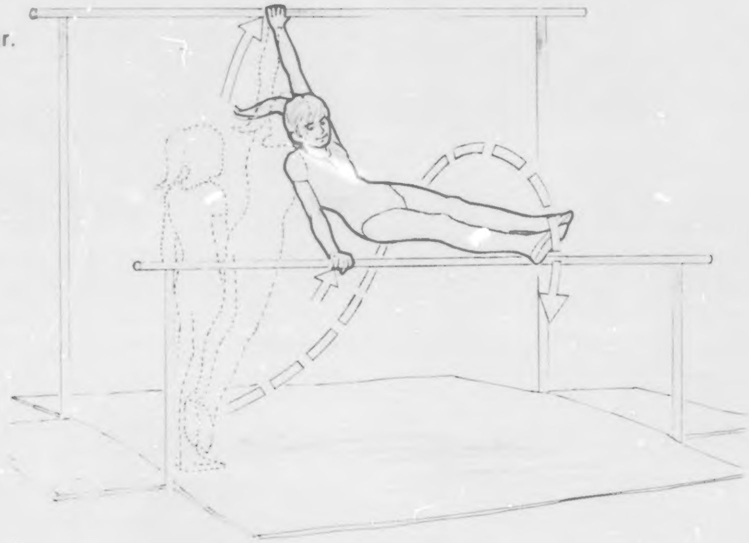
MOUNTS

CROSS SEATS

1. Perform a cross seat mount 3 out of 5 times.

TASK ANALYSIS

a. Stand between high and low bar facing sideways.
b. Jump up and grasp high bar with left hand and low bar with right hand.
c. Swing both legs up and over low bar.



DISMOUNTS

SOLE CIRCLE DISMOUNT

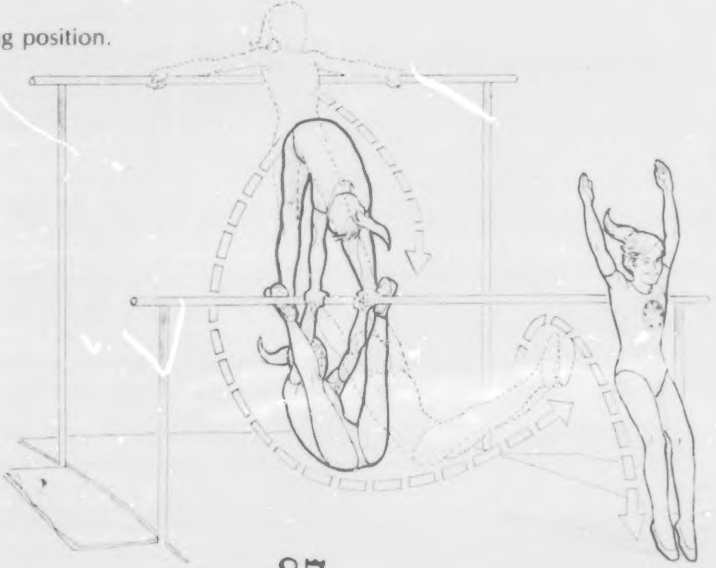
1. Perform a sole circle dismount 3 out of 5 times.

TASK ANALYSIS

a. Stand on low bar holding high bar with legs in a straddle.
b. Place one hand then the other on low bar while leaning back.
c. Circle halfway under the low bar, release feet while stretching body.
d. Let go hands, land on feet in standing position.

TEACHING SUGGESTIONS

- **Spotting: Hold backs of thighs, let down slowly at first.**
- **Reinforce pulling with hands and pushing with feet in order to stay on.**
- **May be done facing either direction.**



PENNY DROP DISMOUNT

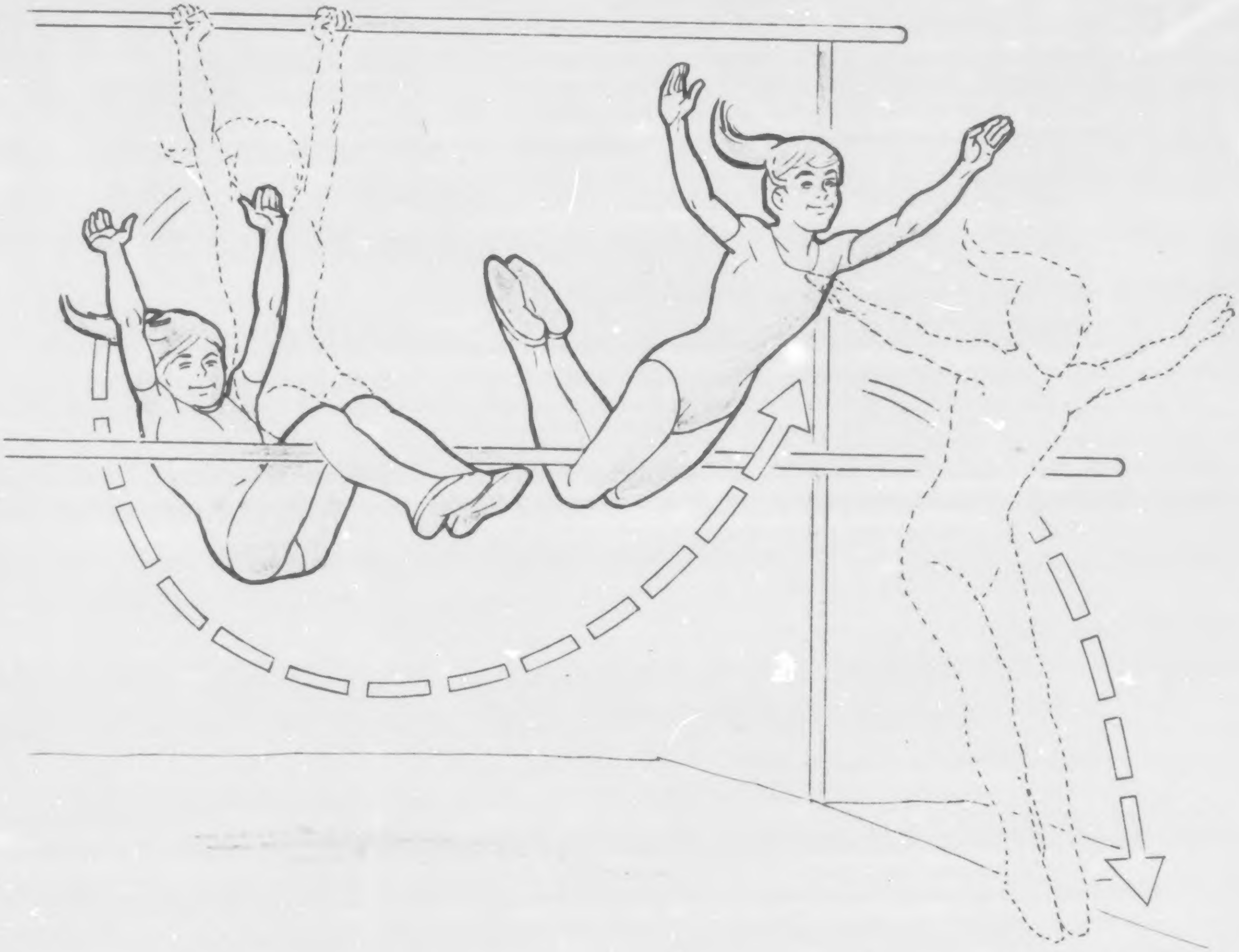
2. Perform a penny drop dismount 3 out of 5 times.

TASK ANALYSIS

a. Sit on low bar facing out, holding onto high bar.
b. Hook back of knees on low bar.
c. Release high bar, swinging under low bar on knees (hock swing).
d. Arch back and look for wall at top of swing.
e. Release knees and throw arms up as land on feet in front of low bar.

TEACHING SUGGESTIONS

- **Spotting: Stand on front side of low bar. Place close arm on top of shins until far arm can reach under stomach. Release close arm and lift up on stomach until they stand.**
- **Hints—Practice swinging from knees first. Watch & look for a spot on the wall at top of swing.**



UNDERSWING DISMOUNT

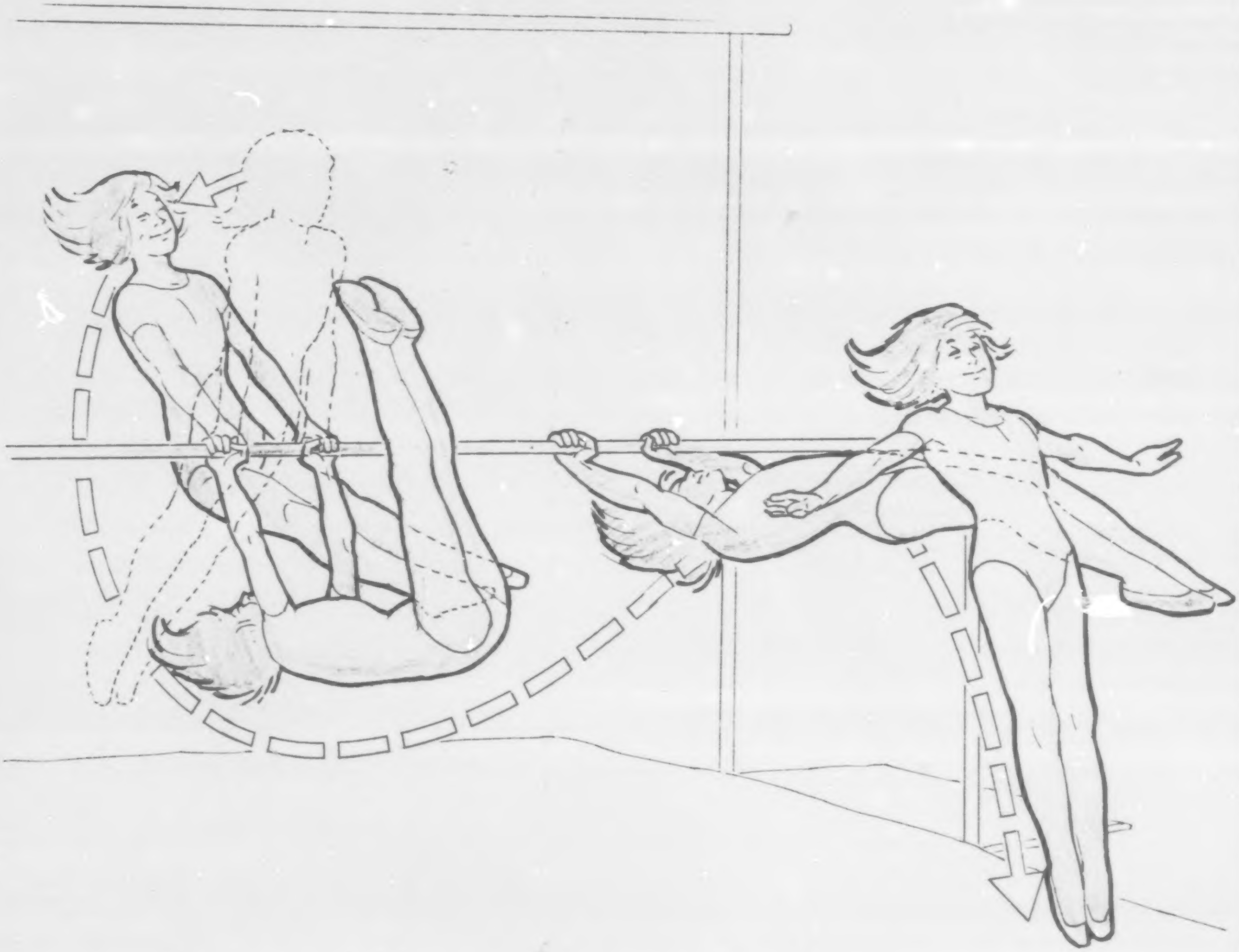
3. Perform an underswing dismount 3 out of 5 times.

TASK ANALYSIS

a. From straight arm support on low bar cast legs under then back from bar. Hands in overgrip.
b. As legs come back under bar allow them to continue under, dropping shoulders back.
c. Allow hands to move around and under bar as hips remain close to bar.
d. Before reaching an inverted position, stretch body out and away from bar, pushing the bar up and away with hands.
e. Release hands and land on feet.

TEACHING SUGGESTIONS

- **Spotting: Support hips and assist in landing.**
- **Once mastered, this can be done as a dismount from high bar or as a move from high to low bar without letting go of hands.**



MOVES BETWEEN BARS

STEM RISE

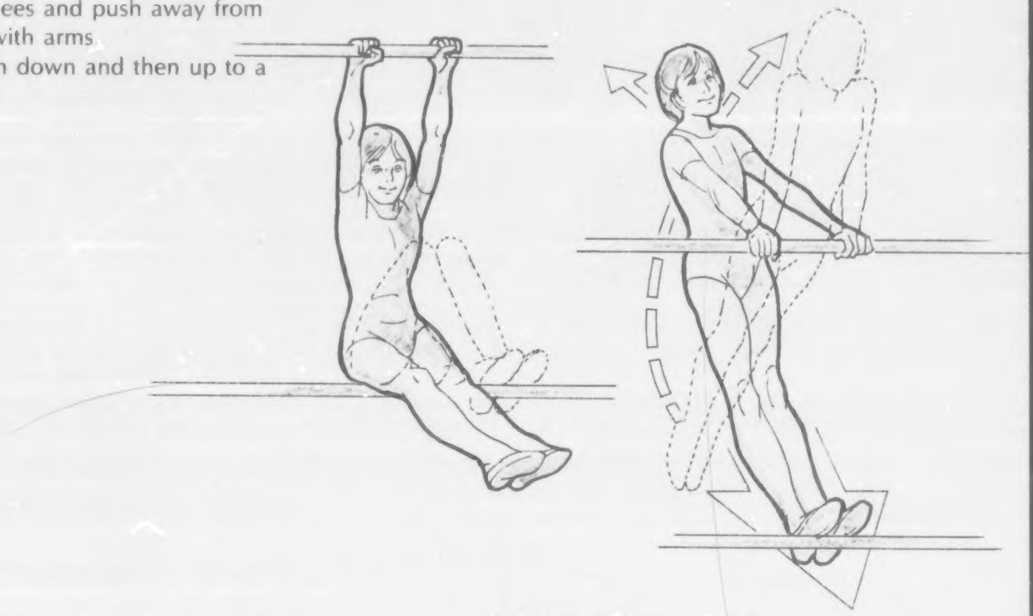
1. Perform a double leg stem rise 3 out of 5 times.

TASK ANALYSIS

a. Sitting on low bar facing out, hands on high bar in overgrip.
b. Place feet on low bar, knees bent.
c. Forcefully straighten knees and push away from low bar while pulling with arms.
d. With straight arms push down and then up to a straight arm support.

TEACHING SUGGESTIONS

- **Spotting: Push on lower back and hips to help complete move.**
- **Variation—may be done as a single leg stem rise.**



CAST

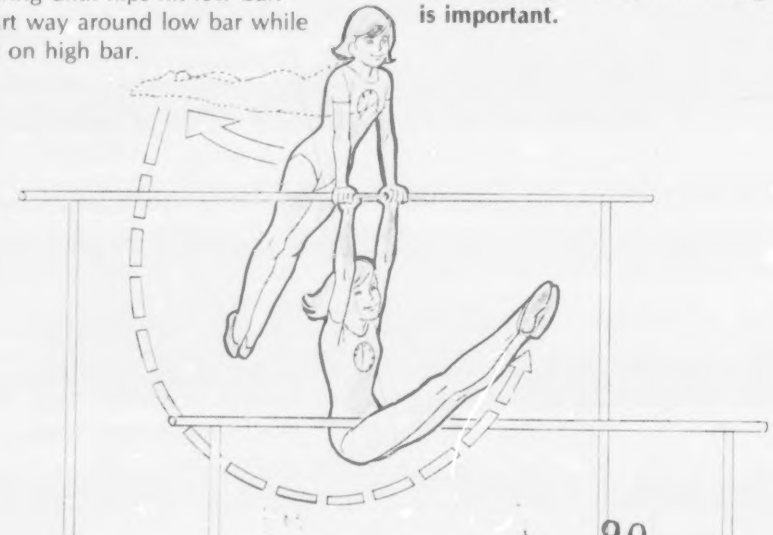
2. Cast from high bar to false wrap on low bar 3 out of 5 times.

TASK ANALYSIS

a. Straight arm support on high bar facing low bar.
b. Cast away from high bar and drop down and under low bar with arms straight.
c. Continue your swing until hips hit low bar.
d. Let legs travel part way around low bar while maintaining hold on high bar.

TEACHING SUGGESTIONS

- **Spotting: Slow swing into bar by grabbing front of hips. Have other arm prepared to spot back in case the hands let go.**
- **Practice casts from low bar first, keeping arms straight and landing in a stand.**
- **A straight tight body with a slightly hollow chest is important.**



CIRCLES

BACK HIP CIRCLE

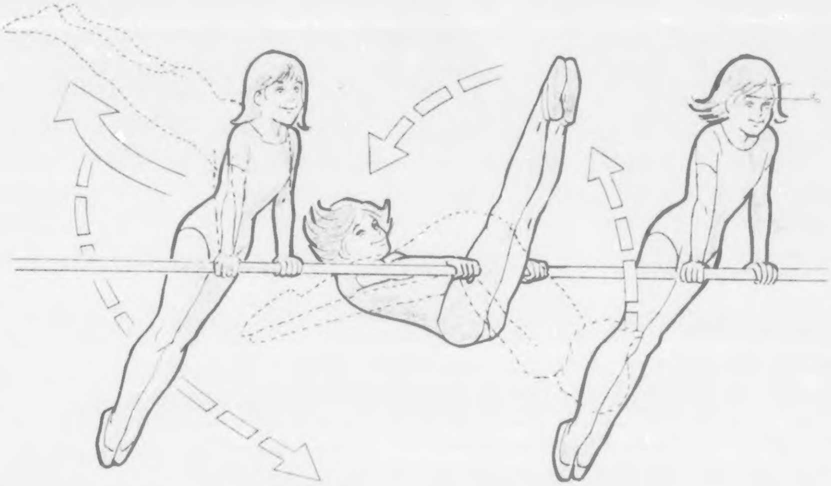
1. Perform back hip circle 3 out of 5 times.

TASK ANALYSIS

a. Straight arm support, hands—overgrip.
b. Cast away from bar with hips
c. As hips come in contact with the bar again, allow body to circle backward.
d. Keep body tight with slight pike.
e. Hands circle bar as body circles bar.
f. Finish in straight arm support.

TEACHING SUGGESTION

- **Spotting: Stand to the side, spot hips as the rotation occurs and above the elbow at the conclusion.**



MILL CIRCLE

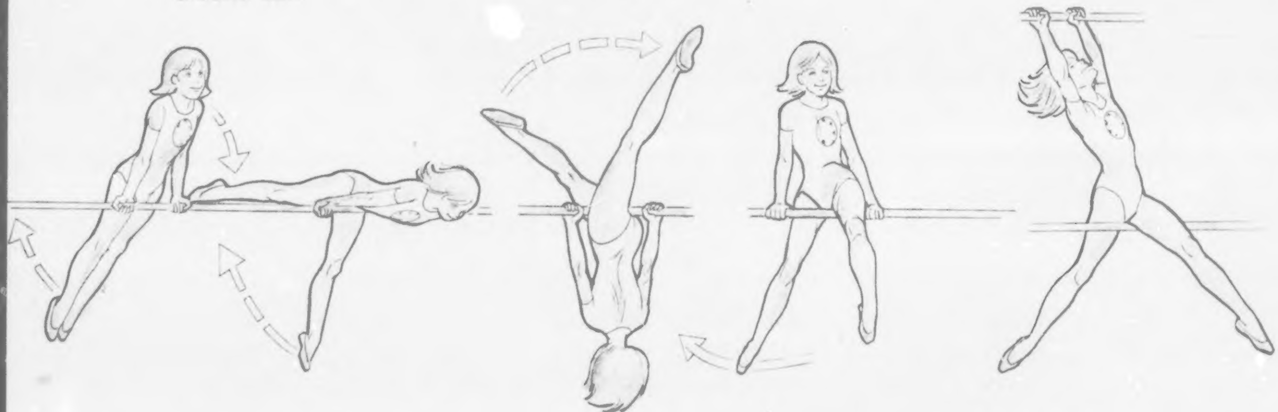
2. Perform mill circle 3 out of 5 times.

TASK ANALYSIS

a. Sit in stride position on low bar with arms outside legs, hands in overgrip.
b. Lift hips off bar keeping chest up.
c. Fall forward rotating in a circle around bar.
d. Keep arms straight and allow hands to travel around bar.

TEACHING SUGGESTIONS

- **Spotting: Spot on back and to the side. Lift on the back as the second half of the circle is initiated.**
- **Variation—mill circle catch—grab high bar as circle nears completion.**



SUGGESTED UNEVEN PARALLEL BARS COMBINATION-LEVEL II

The uneven bars provide an opportunity to combine skills and create routines. The following are suggested combinations and routines. These include:

1. **Perform a combination of Level II uneven parallel bar skills 3 out of 5 times.**

TASK ANALYSIS

a. Perform a combination that includes 3 Level II skills.
b. Once a combination is achieved, repeat combination as a routine.

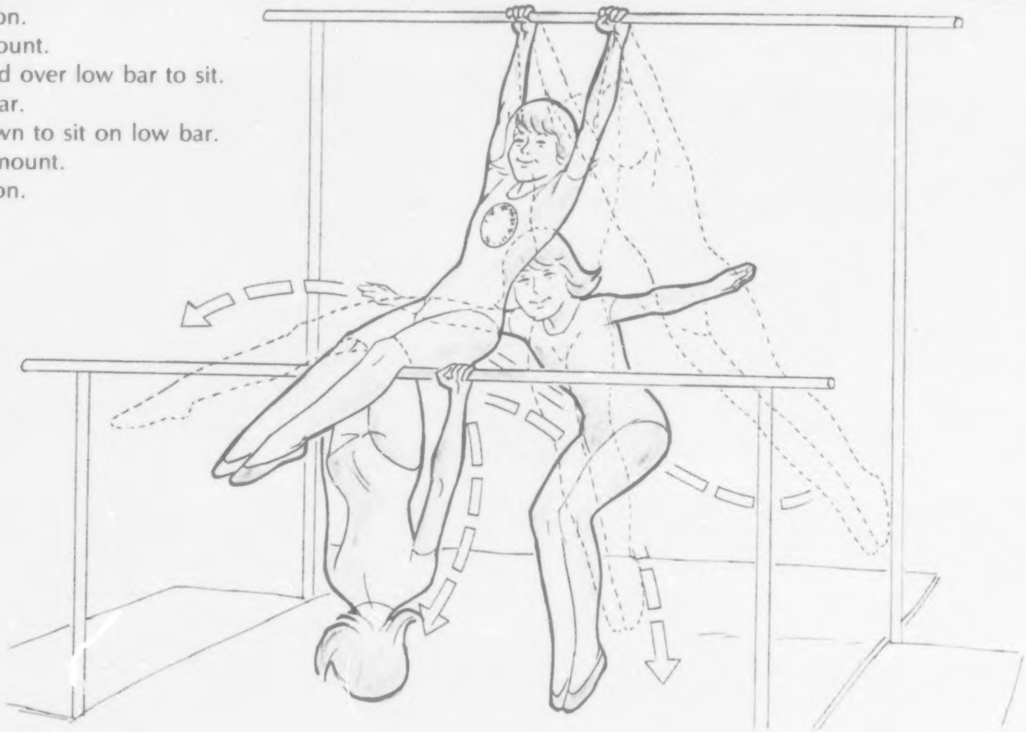
Suggested Combinations—Parallel Bars

Combinations

- Jump to straight arm support; lift one leg over bar; mill circle catch; lift other leg over bar; pullover to high bar; underswing and sit on low bar; penny drop dismount.
- Long hang mount to straddle on low bar to sole circle dismount.
- Pullover mount to back hip circle; leg over; mill circle catch; other leg over to stem rise; to cast false wrap; jump down dismount.

Compulsory Routine

1. Come to attention.
2. Jump to long mount.
3. Tuck legs up and over low bar to sit.
4. Pull over high bar.
5. Forward roll down to sit on low bar.
6. Skin the cat dismount.
7. Come to attention.



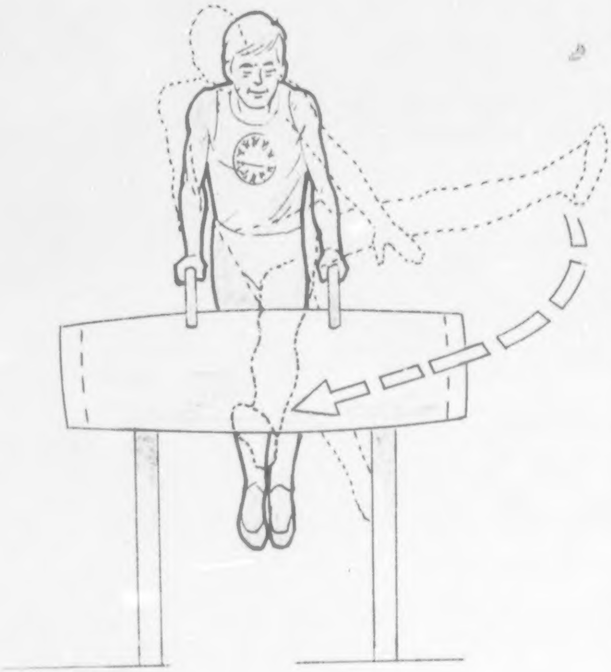
SIDE HORSE-LEVEL II

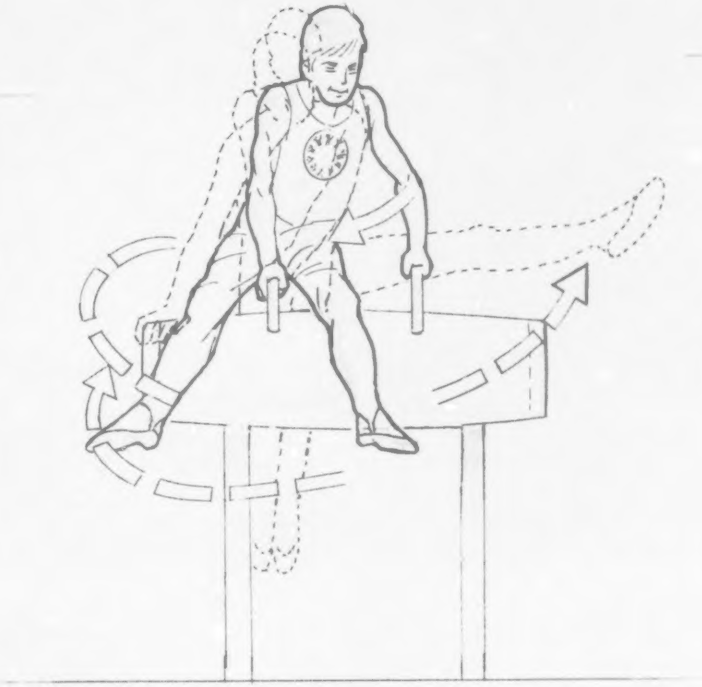
SUPPORT SKILLS

1. Perform a single leg half circle travel 3 out of 5 times.

TASK ANALYSIS

a. Stand from front support position.
b. Swing left leg over left end and under left hand to a position between the pommels.
c. Swing right leg over right end and leave it in the right of pommel so both legs are aside right pommel.
d. Then swing left leg back over the left end of horse and shift left hand to right pommel.
e. Now both hands are on right pommel.
f. When left leg reaches back side of horse, swing right leg back over the right end.
g. Shift right hand to end of horse.





SINGLE LEG CIRCLE

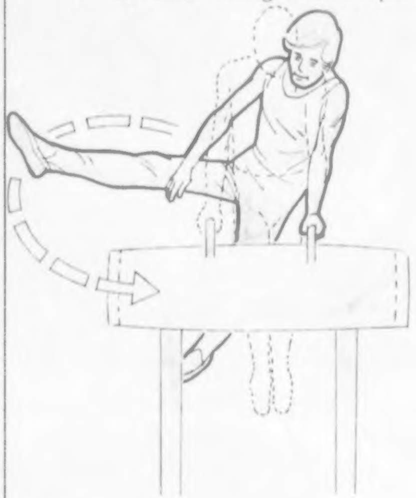
2. Perform a single leg circle 3 out of 5 times.

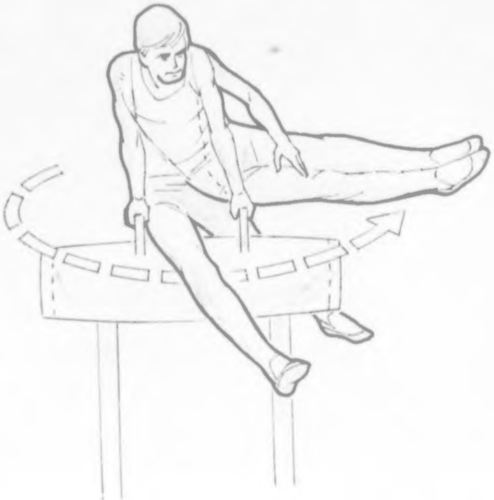
TASK ANALYSIS

a. Start from front support position.
b. Swing right leg over right end of pommel.
c. Continue swing over left pommel and left end.

TEACHING SUGGESTION

- **This skill will give athlete the practice of shifting weight, which is a key factor in the performance of the side horse.**



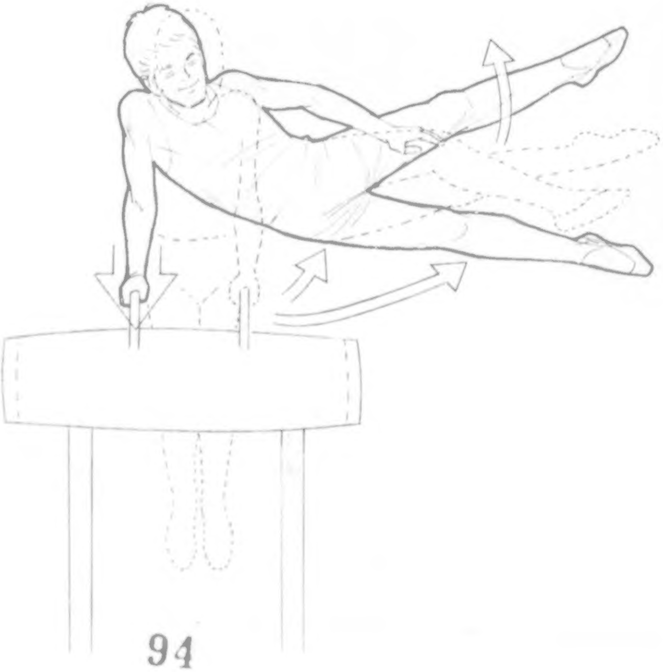


SCISSORS

3. Perform a scissors 3 out of 5 times.

TASK ANALYSIS

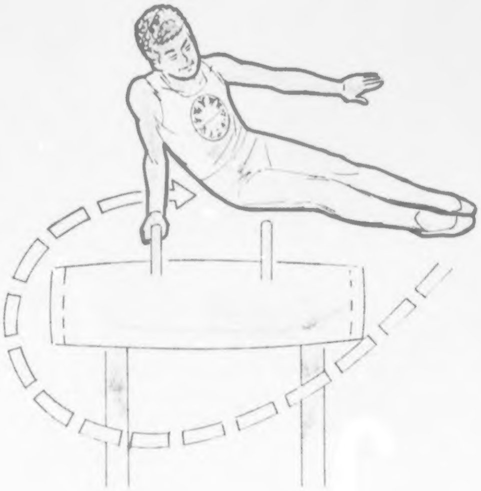
a. Start from front support position.
b. Swing right leg over right end of horse and pommel.
c. Regrasp with right hand and shift weight to right.
d. Allow hips and right leg to swing to the left of horse and upward.
e. Follow with left leg in same direction.
f. When hips and both legs are above left side of horse, release left hand.
g. Execute scissors by passing right leg under left leg toward back of horse.
h. Pass left leg forward above the right leg toward front of horse.
i. Swing legs past the left pommel and regrasp pommel with left hand.



4. Perform a flank circle 3 out of 5 times.

TASK ANALYSIS

- a. Start from feint position.
- b. Bring right leg backward toward complete circle of horse.
- c. As right leg starts its circle, push with left thigh.
- d. Extend left leg out to join right leg in its circle.
- e. Pass both legs over left end.
- f. Continue across front of horse and over right end.
- g. Finish in front support position.

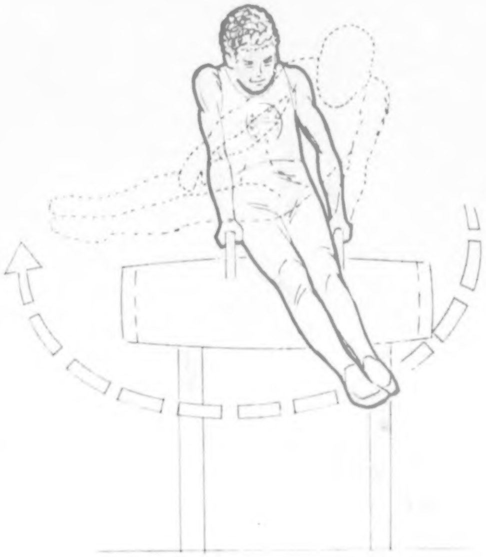


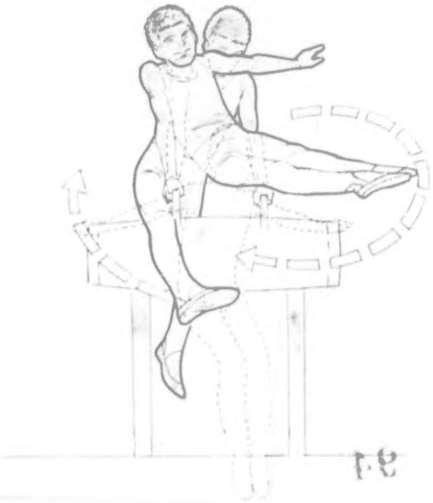
DISMOUNTS

1. Perform a double leg dismount 3 out of 5 times.

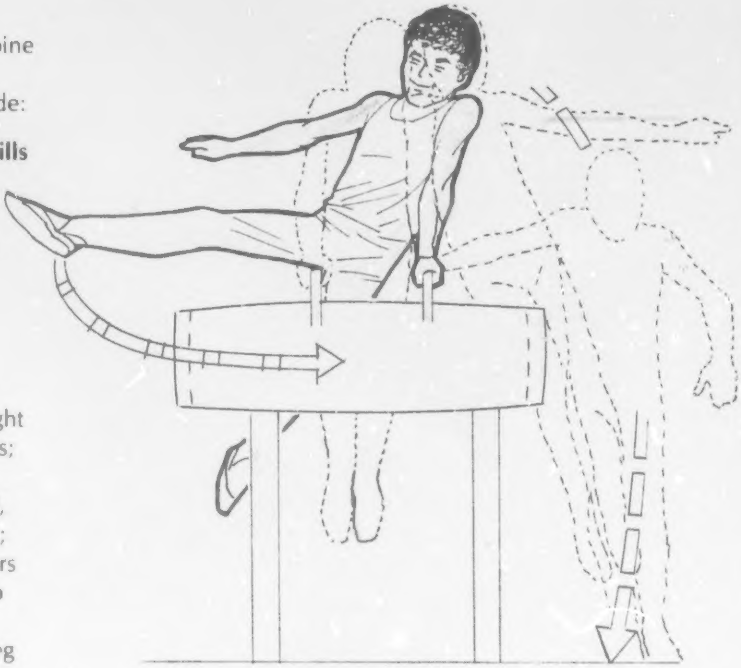
TASK ANALYSIS

- a. Start from front support position.
- b. Feint with right leg.
- c. Swing back over right end.
- d. Pick up left leg and pass both legs over left end.
- e. Continue in front of horse over right end.
- f. Pass both legs over left end of horse, and dismount as illustrated on page 48.





SUGGESTED SIDE HORSE COMBINATION-LEVEL II



The side horse provides an opportunity to combine skills and create routines. The following are suggested combinations and routines. These include:

1. **Perform combination of Level II side horse skills 3 out of 5 times.**

TASK ANALYSIS

a. Do routine that combines at least 3 Level II skills.
b. Once skills are accomplished, place in sequence and repeat.

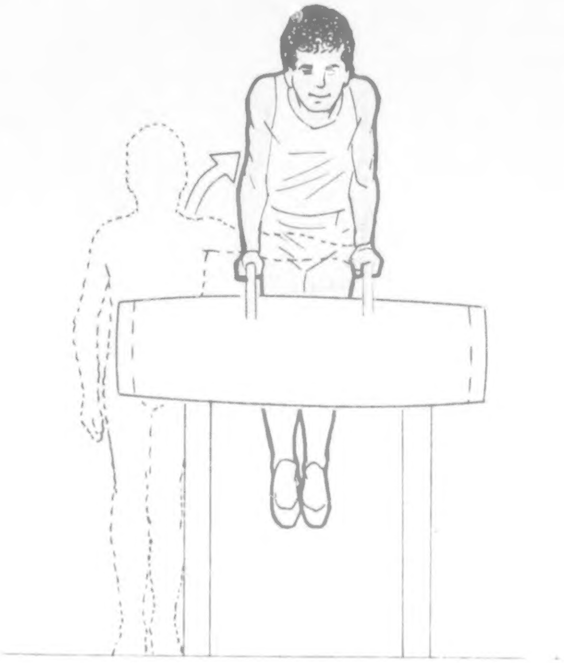
Suggested Combinations:

- Start at right end with left hand on pommel; right hand on end of horse; squat vault through arms; to rear support; half circle to support position.
- Face right end of horse with right hand on end, left hand on pommel; jump to support position; pass right leg over end of horse; execute scissors over left pommel; bring right leg around end to left; continue right leg over horse.
- Start with right end of horse; jump to double leg circle; one full circle; execute double leg circle; to center ot horse; stop; scissors to left side of horse; execute double rear dismount.

Each athlete should perform a compulsory routine of Level II side horse skills. This routine should include the following skills.

Compulsory Routine:

1. Mount: Come to attention.
2. Jump to straight arm support
3. Perform single left half circle.
4. Return to two-arm support.
5. Move to end of horse.
6. Jump to mat.
7. Dismount: Hold position for 2 counts.



VAULTING-LEVEL II

VAULTS

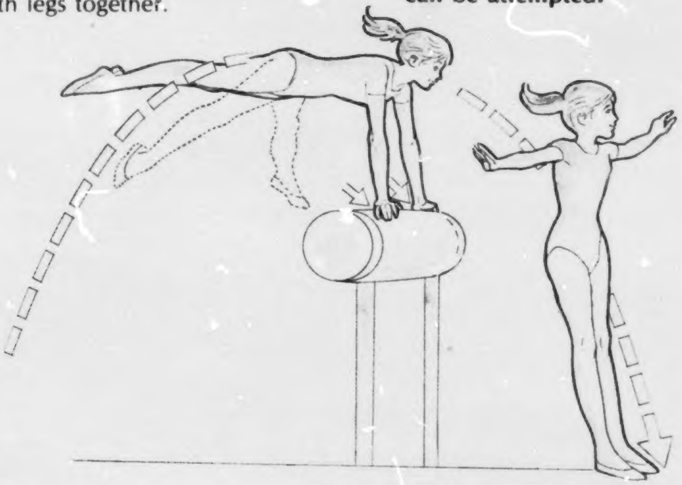
1. Perform a straddle vault 3 out of 5 times.

TASK ANALYSIS

a. Run and land with hands on horse.
b. Straddle legs outside of arms.
c. Continue straddle until horse is passed, lifting arms up.
d. Land on mat with legs together.

TEACHING SUGGESTIONS

- **Spotting: Stand on far side of horse in the middle. As the horse is cleared, lift arms and walk backward as landing occurs.**
- **Lift head as horse is cleared.**
- **As skill increases with the males, long horse vaulting can be attempted.**



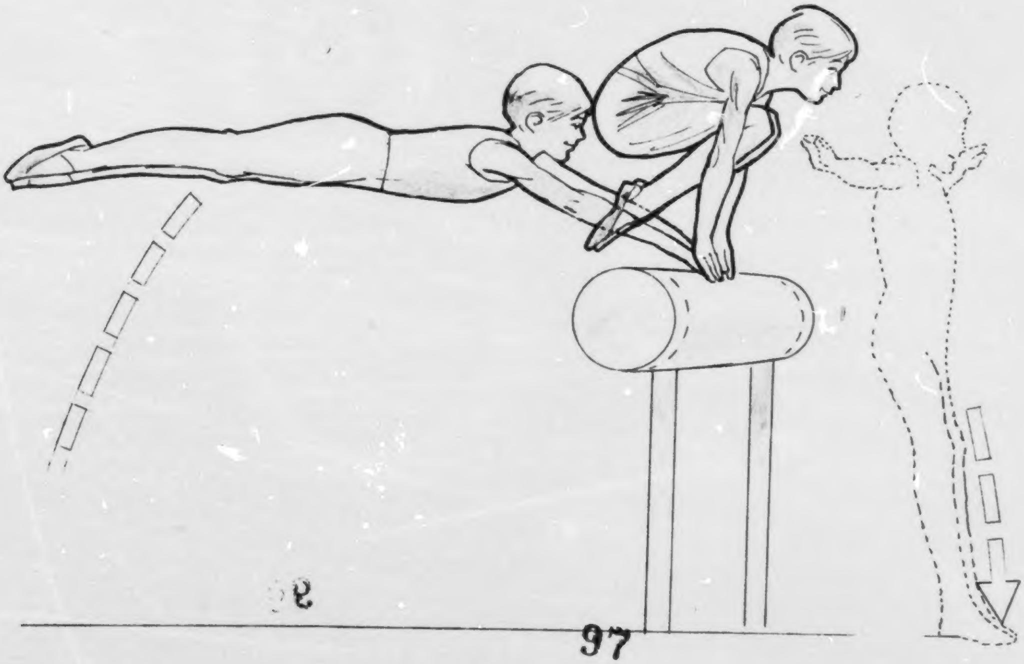
2. Perform squat vault in horizontal position 3 out of 5 times.

TASK ANALYSIS

a. Do a squat vault but with the preflight in a stretched body position parallel to the ground.
b. Do not bend hips or knees until hands hit horse.

TEACHING SUGGESTIONS

- **Increase speed of run and distance board is from horse.**
- **Once horizontal vaults are mastered, layout position with stretched body above horizontal may be attempted.**



STRADDLE VAULT

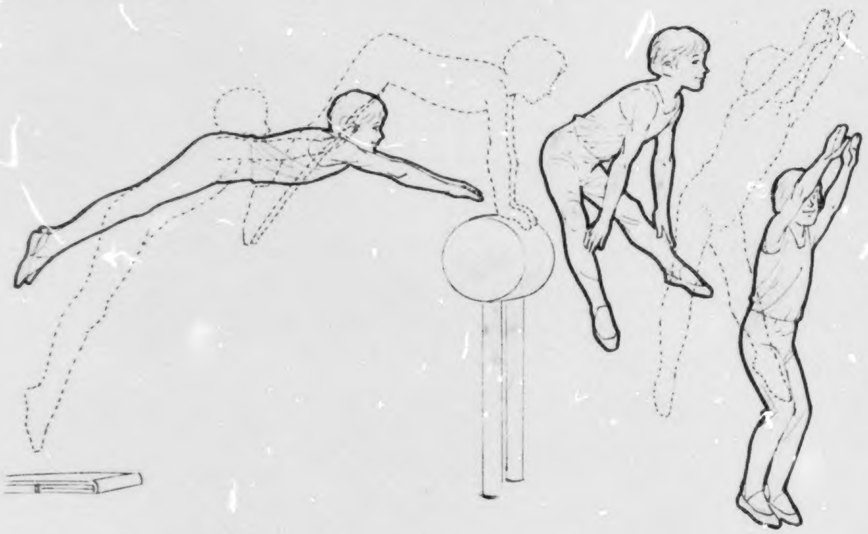
3. Perform straddle vault in horizontal position 3 out of 5 times.

TASK ANALYSIS

a. Do a straddle vault but with the preflight in a stretched body position parallel to the ground.
b. Do not bend hips or straddle until hands hit the horse.

TEACHING SUGGESTION

- **Same as horizontal straddle vault.**



HANDSPRING VAULT

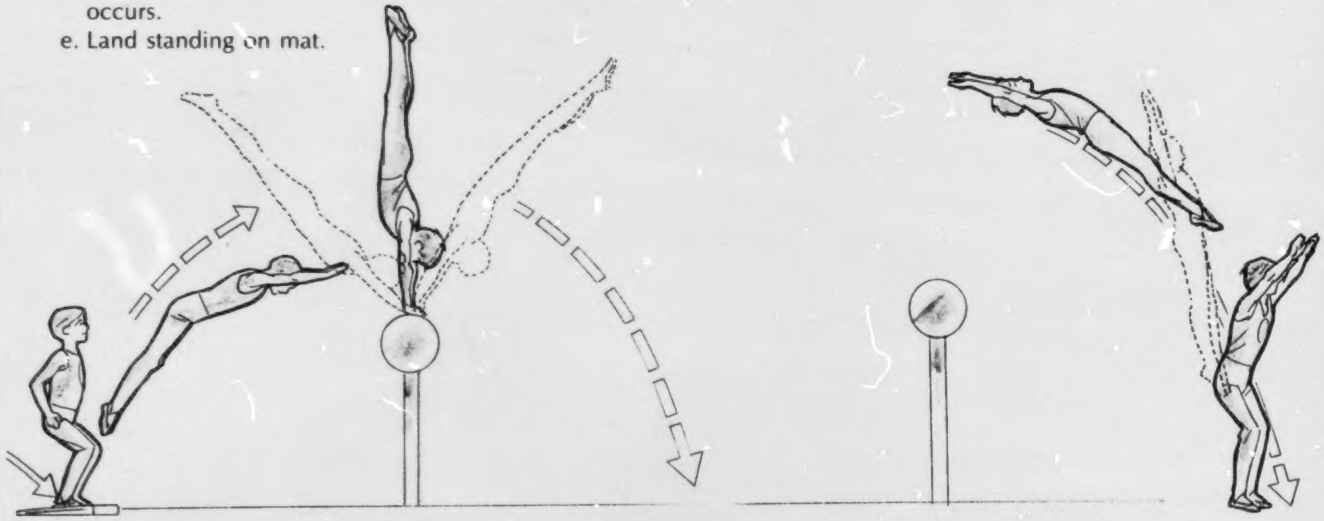
4. Perform a handspring vault 3 out of 5 times.

TASK ANALYSIS

a. Run hard, hit board with a good block.
b. Place hands on horse while driving heels up to handstand position.
c. Block using hands and shoulders on horse.
d. Legs continue beyond handstand as push off horse occurs.
e. Land standing on mat.

TEACHING SUGGESTIONS

- **Spotting: Four spotters, two on front lift hips on preflight. Two on back support back in post flight.**
- **A good handspring on the floor, a strong run, and knowledge of layout vaults are prerequisites.**

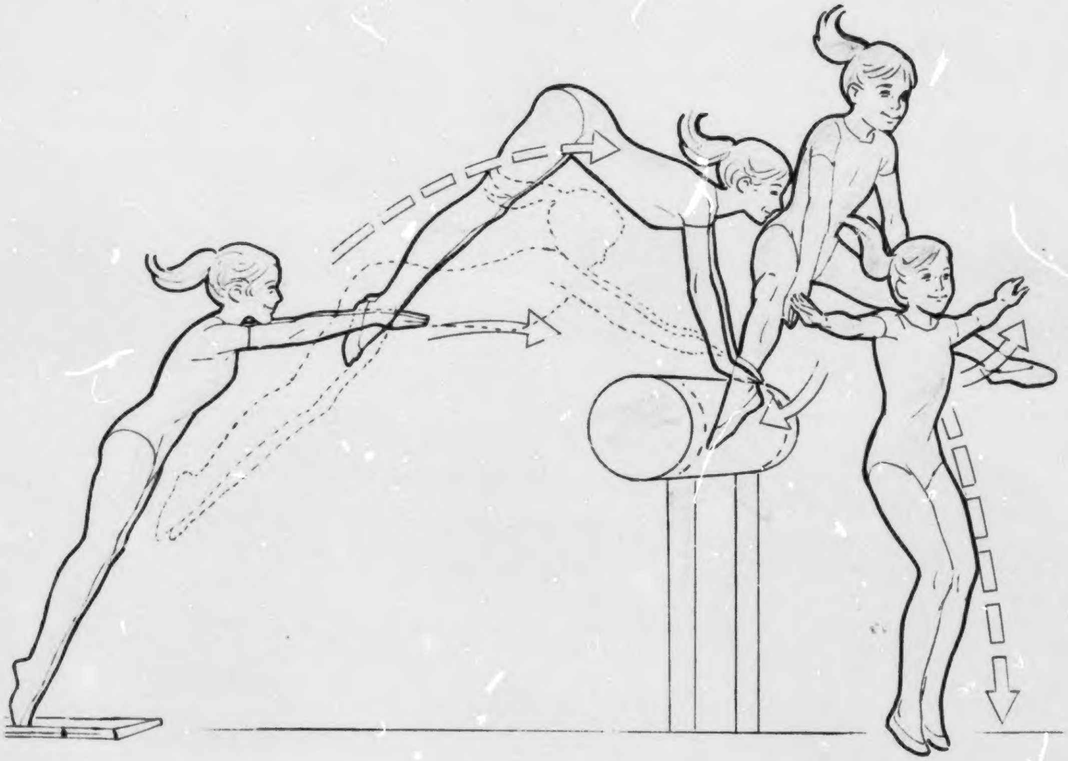


SUGGESTED VAULTING COMBINATION-LEVEL II

Each athlete should perform a compulsory vault of Level II skills. This vault should include:

Compulsory Vault—Level I

1. Mount: Come to attention.
2. Perform straddle vault.
3. Land on mat.
4. Dismount: Hold position for 2 counts.



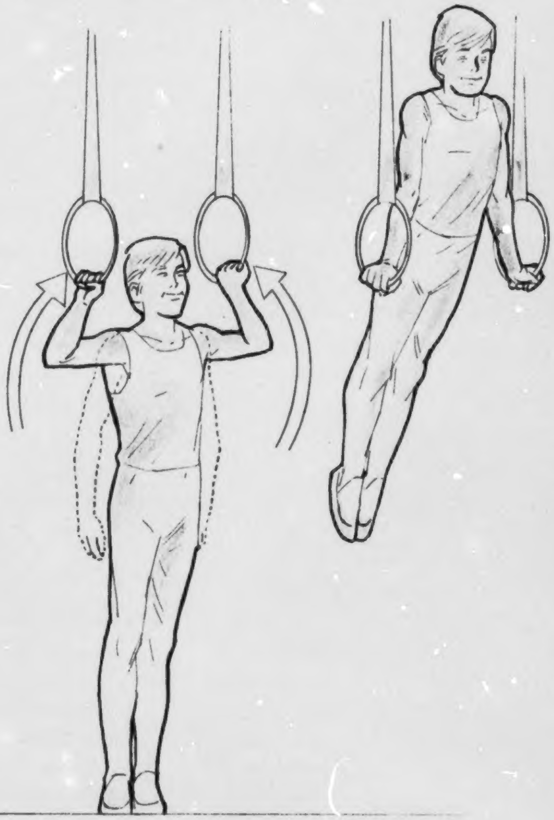
RINGS-LEVEL II

MOUNT

1. Perform a jump up to straight arm support 3 out of 5 times.

TASK ANALYSIS

a. Grasp rings and jump upward into straight arm support above rings.
b. Keep arms near side of body.
c. Rings should be at shoulder height.

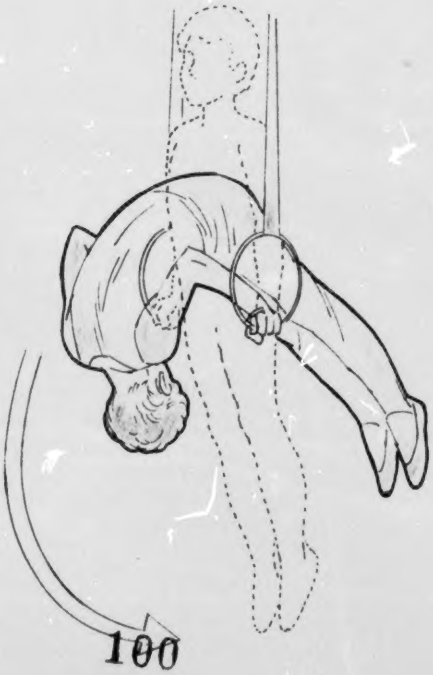


FORWARD ROLL

1. Perform forward roll 3 out of 5 times.

TASK ANALYSIS

a. From straight arm position above rings, roll forward.
b. Elevate hips as head drops forward.
c. Lower body slowly by keeping arms flexed as roll is completed.

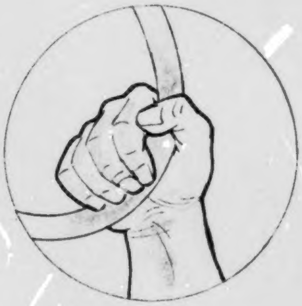


MUSCLE UP

2. Perform muscle up 3 out of 5 times.

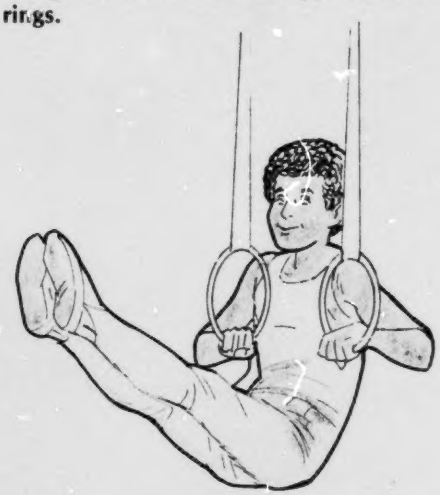
TASK ANALYSIS

a. Grip rings with palms resting above rings in over grip (false grip).
b. Bring legs between arms in pike position.
c. Flex arms as in chin-up.
d. Roll forward slowly.
e. Keep head and shoulders above rings.
f. Keep rings close to body.



TEACHING SUGGESTION

- **SPOTTING: Place one hand on back of athlete and the other hand on buttocks. Lift performer as muscle up is performed.**
- **Straighten out arms in a support above the rings.**



BACK LEVER

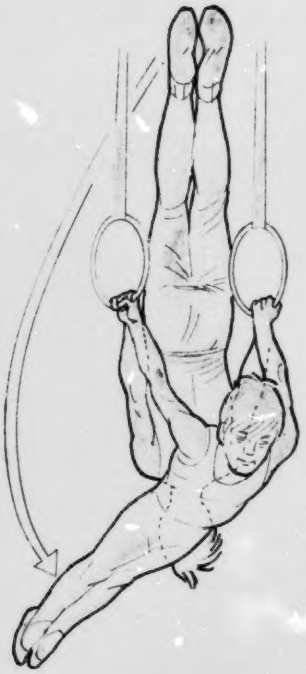
3. Perform a back lever 3 out of 5 times.

TASK ANALYSIS

a. Start from a straight body inverted hang.
b. Slowly lower the body backward.
c. Keep arms as close to body as possible.
d. Lower to parallel position.

TEACHING SUGGESTION

- **SPOTTING: Spotter can assist by holding legs in desired position.**

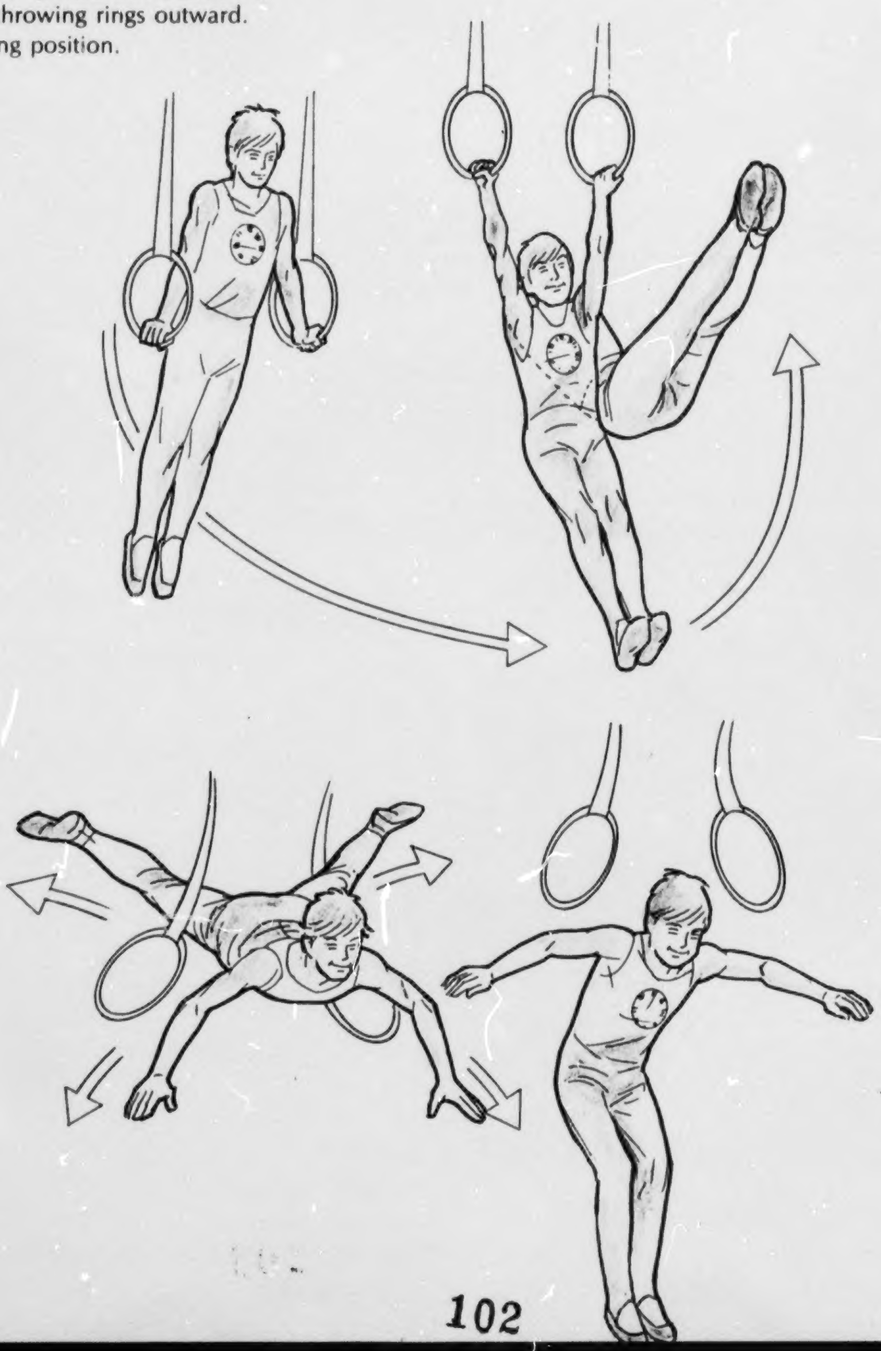


DISMOUNT

1. Perform a backward straddle dismount 3 out of 5 times.

TASK ANALYSIS

a. Start from a straight arm support.
b. Swing below the rings.
c. Bring legs above hands into a straddle position.
d. Pull hard with arms.
e. Continue motion upward and backward.
f. Release hands throwing rings outward.
g. Finish in standing position.



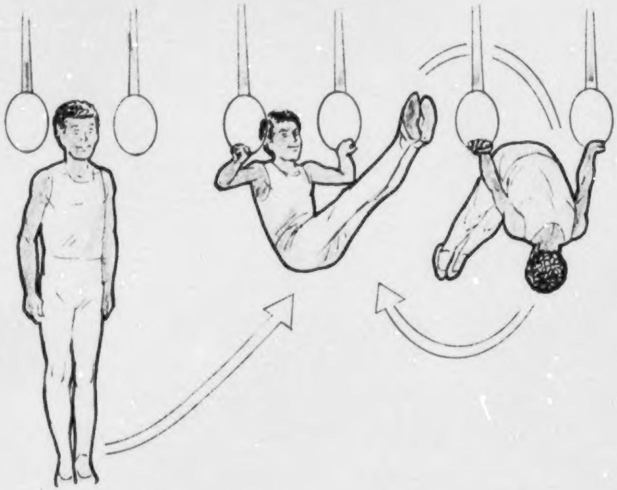
SUGGESTED RINGS COMBINATION-LEVEL II

The rings provides an opportunity to combine skills and create routines. The following are suggested combinations and routines. These include:

1. **Perform combination of Level I rings skills 3 out of 5 times.**

TASK ANALYSIS

a. Do routine that combines at least three Level I skills.
b. Once skills are accomplished place in sequence and repeat.



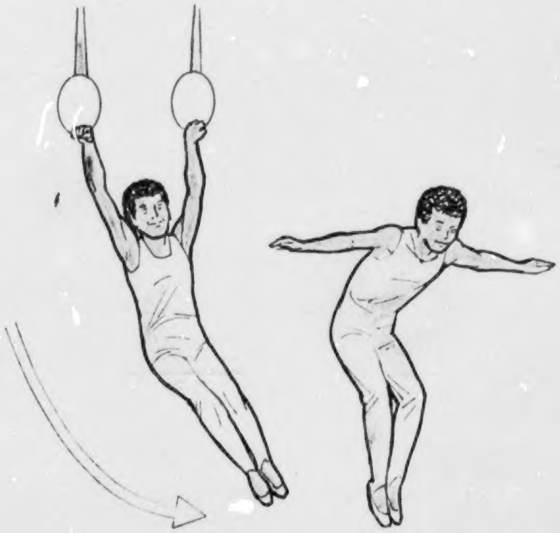
The rings provide the athlete the opportunity to combine skills and create routines. These include:

Suggested Combinations

- Jump to straight arm hang above rings; forward roll and back to straight arm hang.
- Jump to straight arm support above rings, forward roll to pike position to straight arm support.
- Jump to straight arm support; chin up; muscle up; forward roll; back lever; swing to cut away dismount.

Each athlete should perform a compulsory routine of Level II Rings skills. This routine should include the following skills:

1. **Mount: Come to attention.**
2. **Jump to straight arm support.**
3. **Roll forward below rings.**
4. **Drop to mat.**
5. **Dismount: Hold position two counts.**



HIGH BAR LEVEL II

MOUNT

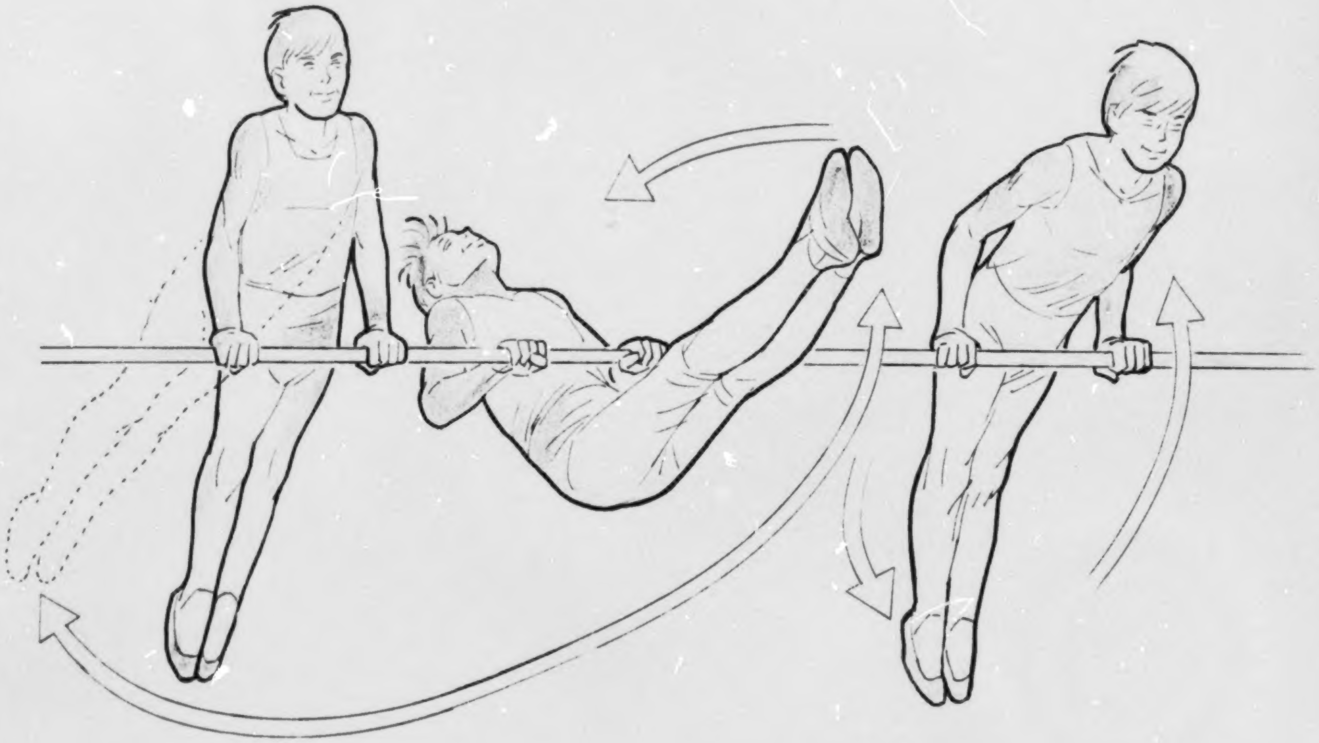
1. Perform a back hip circle 3 out of 5 times.

TASK ANALYSIS

a. Start from front support position.
b. Flex hips.
c. Extend legs backwards.
d. Allow legs to swing back toward bar.
e. As abdomen strikes bar, pike the body.
f. Continue legs under and around bar.

TEACHING SUGGESTIONS

- **SPOTTING: same as back hip circle on uneven bars.**

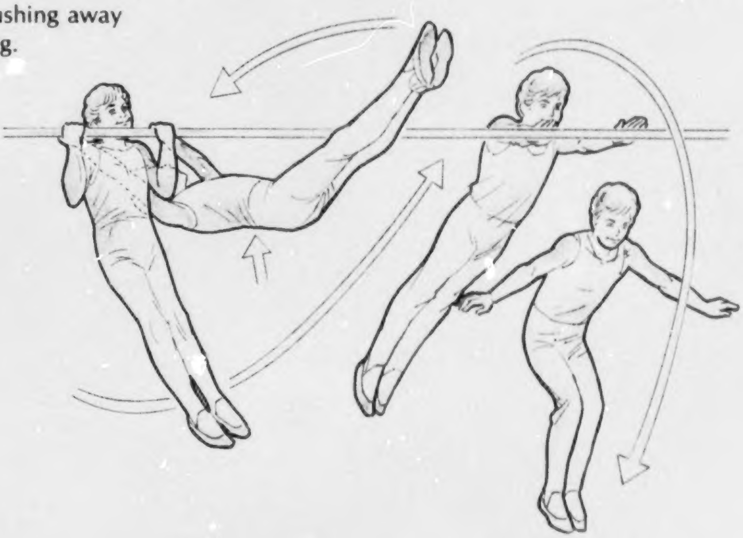


SWING & DISMOUNT

2. Perform a swing and dismount 3 out of 5 times.

TASK ANALYSIS

a. Obtain a swing by pulling up to chin-up position.
b. As legs lift up, extend forward and outwards.
c. Arch back.
d. Dismount at back end of swing, pushing away from the bar at the top of the swing.



KIP

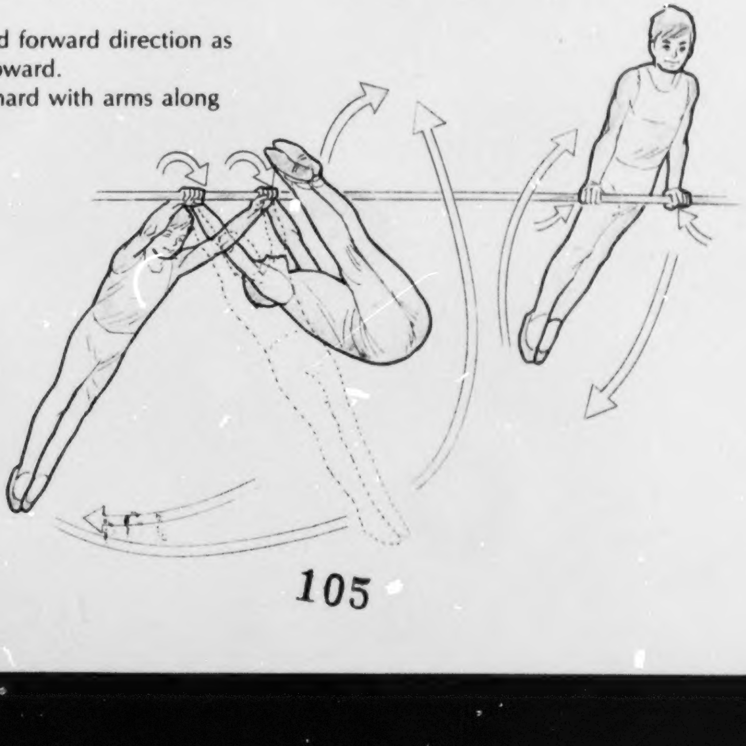
3. Perform a kip 3 out of 5 times.

TASK ANALYSIS

a. Swing on bar.
b. On forward swing, when horizontal straight body position is almost obtained, forcefully pike, bringing feet up to bar.
c. Legs travel in an upward and forward direction as hips move backward and upward.
d. As hips straighten, pull bar hard with arms along legs toward the hips.

TEACHING SUGGESTIONS

- **SPOTTING: from a side standing position, place hand behind the thighs and the other behind the back.**
- **This move is used also in the rings, parallel bars and uneven bars.**



SUGGESTED HIGH BARS COMBINATION-LEVEL II

High Bar Routine:

The high bar provides an opportunity to combine skills and create routines. The following are suggested combinations and routines. These include:

- **a. Perform combination of Level I skills 3 out of 5 times.**
- **b. Once skills are accomplished, place in sequence and repeat.**
- **c. Continued practice of routine.**

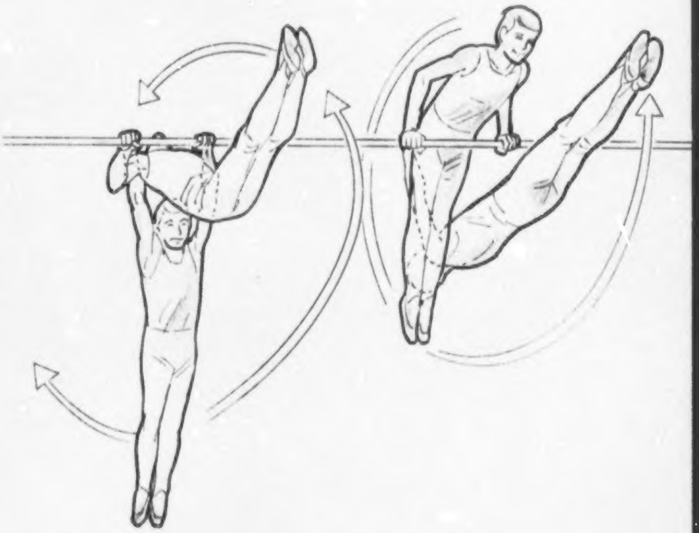
Suggested High Bar Combinations Level II

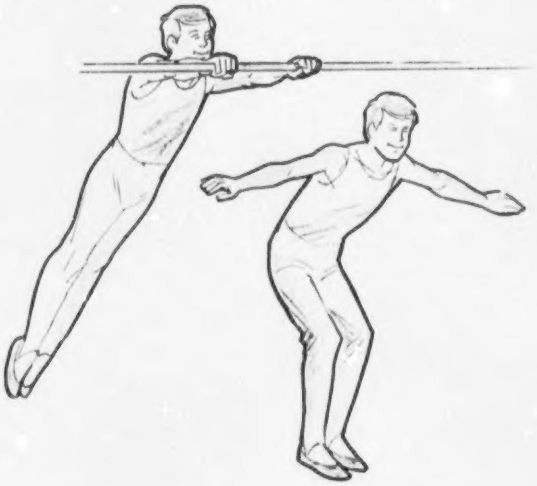
- Start with jump to straight arm hang; swing to hip circle; stop at top of bar; swing down and dismount to rear.
- Start with kip to swing to kip up circle to forward roll to swing to dismount.

Compulsory Routine:

Each athlete should perform a compulsory routine of Level II high bar skills. This routine should include the following skills:

1. Mount: Come to attention.
2. Jump to straight arm hang.
3. Perform hip circle above bar.
4. Swing down from top of bar.
5. Perform two swings.
6. Perform rear dismount.
7. Dismount: Hold position 2 counts.





JUDGING AND SCORING

4.0 Given regulations or modified rules and scoring, the student will adhere to those scoring rules and regulations while participating in gymnastics.

RULES

1. **Demonstrate knowledge and understanding of the basic rules of the event 75% of the time.**

TASK ANALYSIS

a. Wait for judge before starting combination or routine.
b. Follow the rules for specific event.
c. Come to attention and hold position for 2 seconds at conclusion of combination or routine.

SCORING

1. **Demonstrate knowledge and understanding of scoring of event 75% of time.**

TASK ANALYSIS

a. Identify the high and low scores.
b. Understand deduction of points for stepping out of bounds or dropping off the equipment.
c. Identify final scores of competition in an event.

JUDGING

In evaluating each routine, the judges give a score in relation to difficulty, execution, combination and fluency of the combination or routine. The maximum allowable score is 10.0 points if the combination is performed without flaw. The 10 points from each of the 4 judges are broken down as follows:

5.0 points for execution of skills
3.0 points for difficulty of skills
2.0 points for combination and fluency of combination of skills or routine.

Four judges are usually used to evaluate each event. The method of scoring is to eliminate the high and low scores and average the remaining two. Judges shall place themselves around the mat or apparatus, and not consult other judges while scoring unless ordered by the head judge. (Compulsory routines are judged slightly different than optional routines.)

EXECUTION—5.0 POINTS

Five points are given for execution. Deductions of points result from errors such as bent knees, toes not pointed, bent arms, legs apart, etc. (optional women's scoring is 4.0 points)

DIFFICULTY—3.0 POINTS

Each event should contain skills of varying difficulty. A combination or routine must contain a number of skills of varying difficulty to obtain a high score. It should be understood that difficulty exists not only in combination of skills, but also in combination of movements. (optional women's scoring is .5 for bonus skills)

COMBINATION—2.0 POINTS

The judges evaluate the combination of the combination or routine with regard to any specific requirements for each event. The moves must be typical and proper for the combination event. This should also include flaw and rhythm of combination or routine. (optional women's scoring is 2.5 for combinations)

5.0 Given a gymnastic practice or meet, the student will understand and adhere to the safety standards while participating.

1. Follow safety standards at all times.

TASK ANALYSIS

a. Performs no skill without teacher/instructor supervision.
b. Uses apparatus properly. Be sure apparatus is adjusted and secured.
c. Performs all skills with adequate spotters. (two recommended).
d. Attempts no skill without adequate instruction.
e. Removes all jewelry prior to practice or a meet.
f. Checks placement of mats and sufficient number.
g. Behaves appropriately while in gymnastic area.
h. Wears appropriate attire, i.e. gymnastics slippers. Uses proper warm-ups and conditioning exercises.

TEACHING SUGGESTIONS

- **Discuss the importance of following safety standards and the potential for injuries if safety standards are not followed.**
- **Have students work on low apparatus during learning stages of all skills. A good progression for the balance beam is floor to low beam to regular beam.**
- **As a instructor, know each student's physical strengths and weaknesses. Make sure the student understands the skill before attempting it. Demonstrate the skill several times.**
- **Proper teaching progression and lead-up skills will greatly reduce the possibility of injury with moves that require greater skill.**
- **Mats should be placed around and under all apparatus and anywhere a fall might occur, with additional padding for dismounts.**
- **Discuss with the students the dangers of horseplay and causing distractions when a fellow student is performing.**

SAFETY

1. Demonstrate knowledge and understanding of the safety for gymnastics 100% of the time.

TASK ANALYSIS

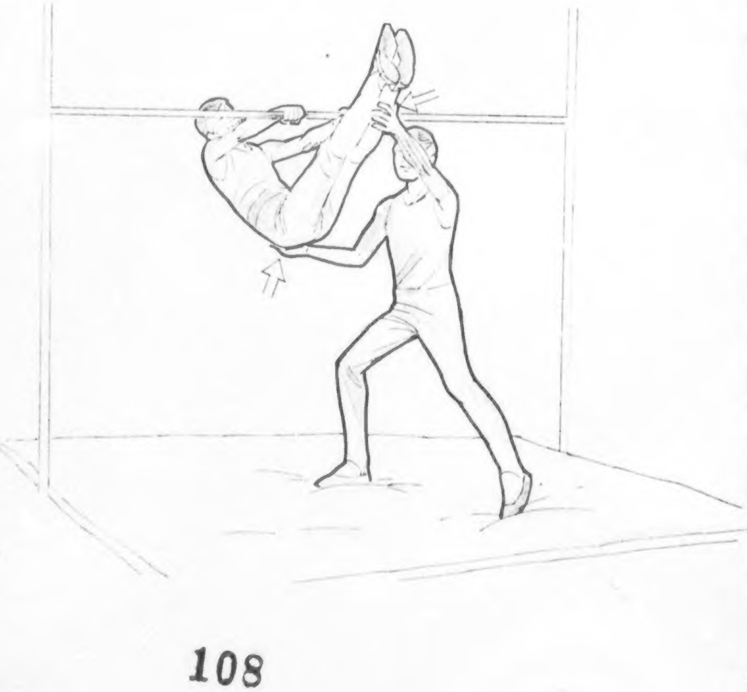
a. Recognize list of posted rules and regulations.
b. Never practice an event without supervision.
c. Always use safety mats and pads.
d. When working in group practice, always work in the same direction.
e. Always follow a progression when learning skills.

Spotting:

2. Demonstrate knowledge and understanding of spotting rules 100% of the time.

TASK ANALYSIS

a. Always have a spotter in active position.
b. Have a spotter close to performer but not in hamper position.
c. Allow performer to do most of the work.
d. Make sure performer's head never hits the mat.
e. Always make sure spotter can grasp your shoulders, upper arms, back or wrist.



6.0 Given a gymnastic practice or meet, the student will exhibit good sportsmanship with fellow teammates and opponents at all times.

1. Exhibit competitive effort 75% of the time.

TASK ANALYSIS

a. Put forth maximum effort during each routine.
b. Continue and finish routine at all times.
c. Design and performs an original routine.

TEACHING SUGGESTIONS:

- **Set up a mini-gymnastics meet among classes.**
- **Discuss the importance of finishing a routine even if the student falls or makes a mistake.**

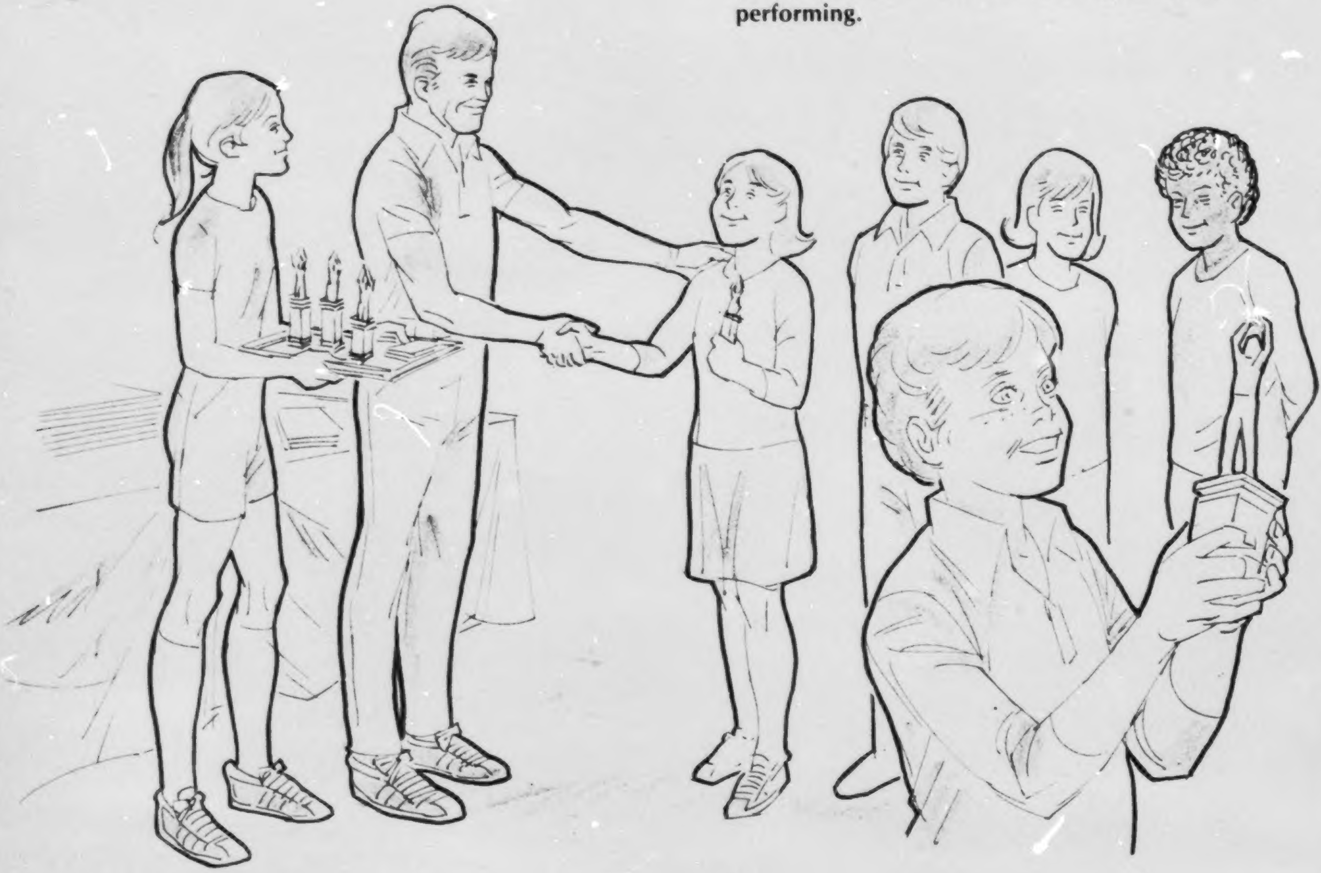
2. Exhibit fair play at all times.

TASK ANALYSIS

a. Respect the decision of the judges.
b. Demonstrate good sportsmanship.

TEACHING SUGGESTIONS:

- **Discuss the rules and explain the method of scoring routines during a gymnastics meet.**
- **Give sportsmanship award or tokens after each meet of class.**
- **Always commend student when he demonstrates good sportsmanship.**
- **Discuss proper etiquette with the student: congratulate opponent win or lose; applaud good performances; do not distract competitors while performing.**



MODIFICATIONS AND ADAPTATIONS

The focus of this Gymnastics guide is to assist all students to function at their maximum performance level. Achieving this goal can be facilitated through the Individualized Education Program (IEP). Realistic goals and objectives should be developed that present a challenge but do not force the child into experiences loaded with failure. To provide positive experiences means that many handicapped students will require instructional activities that are adapted to their particular needs. Some examples of activity adaptations include:

MODIFYING THE RULES OF AN ACTIVITY

This can be accomplished in several ways. Special Olympians are often denied the experience of the event because of the frequent stops due to rules infractions. Therefore, teachers should not be reluctant to modify the rules (e.g., spotting athlete) as long as the major objective of the event (i.e., finishing the routine) is not disturbed.

ACCOMMODATING THE STUDENT'S SPECIAL NEEDS

Balance beam may be lowered for Special Olympians with perceptual deficits. Spotting or the sound of the coach's voice can be used to visually assist impaired students through a routine.

ENCOURAGING ACTIVITY

Teachers can structure lessons so that students are asked to respond to challenging questions such as "Can you tumble to the end of the mat?" or "Can you balance on one body position for 3 seconds?" Such an approach permits students with various levels of ability to respond in ways that allow for success. Obviously, variations in response to these questions would be apparent from student to student depending on the level of ability and severity of impairment.

CHANGING THE METHOD OF COMMUNICATION

Students sometimes require communications systems that are specific to their needs. For example, verbally explaining a task may not match up well with some students' information processing systems. Information which is more specific might be provided in other ways. The instructor or peer teacher, for example, could simply demonstrate the sports skill. Some students may need not only to hear or see a skill, but also to read a description of the skill. This need can be met for poor or non-readers through the use of a poster board to which stick figures are attached to show the sequence necessary for a skill like a handspring.

MODIFICATION OF EQUIPMENT

Successful participation in sports for some handicapped students requires equipment which has been modified to their particular needs. Requests for purchase or construction of equipment can now be facilitated through the Individualized Education Program. If special equipment is necessary to help a student progress in physical education, then it should be identified at the IEP meeting and included on the IEP form. Fortunately, special equipment is usually not expensive and is possible to make.

ADAPTATIONS

More specific adaptations for associated impairments are listed in the boxes below:

Orthopedic Impairments

Use spotters.
Use spotting belt.
Increase mat area.
Use low beam.

Visual Impairments

Use spotters.
Use spotting belt.
Increase mat size.
Mark floor exercise/tumbling area with brightly colored tape.
Give physical assistance.
Use low beam.

Auditory Impairments

Learn and use hand signals.

Modifications

Increase mat area.
Allow spotters during competition.

LEAD-UP GYMNASTICS SKILLS

Conditioning Exercise:

1. General Conditioning Exercises

Performances should concentrate on improving strength, flexibility, muscular endurance, agility and balance.

a. Flexibility skills to increase range of motion
- Touch palms of hands to floor.
- Back bends.
- Touch hands together at shoulder level while swinging arms backward.
- Stretch at shoulders left and right.
- Stretch tall.

b. Strengthen drills to increase strength and endurance
- Sit-ups.
- Push-ups.
- Run in place.

2. Doubles Tumbling

This consists of two people exerting tumbling skills together. These include:

a. Double forward roll
- One partner lying on mat with feet in air.
- Other partner starts at partner's head in straddle position.
- Grasp ankles and roll forward.
- Continue rolls down the mat.

b. Doubles backward roll
- Start in same position as double forward roll.
- Top partner sits down, pulling partner's feet back with him.
- Bottom partner executes backward roll.
- Continue rolls down the mat.

c. Log rolls
- Start with three people meeting.
- Middle person rolls sideways to left.
- Left outside person jumps sideways over the rolling partner to center.
- On landing, roll to right and outside right person jumps to center.
- Repeat and continue.

3. Doubles Balancing

This consists of skills that are relatively easy and assist performer in learning balance skills. These include:

a. Chest balancing—Start with one partner on hands and knees. Other partner slides arms under kneeling partner's chest, and places chest on partner's back. Then kicks upward as in the head balance.

b. Back swan on feet—Similar to front swan except partner is balanced on partner's feet.

c. Low arm-to-arm balance—Bottom partner lies on back, arms up, elbows on mat. Top partner straddles partner's waist and places hands on partner's upper arms; partner jumps into tuck position and continues to press to balance.

4. Educational Gymnastics

The gymnastic program could begin in a creative, problem-solving method. Use challenges in the form of questions to develop inventiveness in the gymnasts. Instead of saying this is how a forward roll is done . . ., ask, "How can you travel on the ground by rolling your body?" then "Try another way." Given themes of weight bearing, body awareness, balance, locomotion, etc. challenges can be varied in the following ways:

a. adding directionality.
b. adding partners.
c. adding levels.
d. adding situations.
e. adding speed.
f. adding weight.
g. adding equipment.
h. combining into sequences.

INFUSTION CHART

ARTS	Chooses and designs team insignia and mascot. Traces footprint and arranges in patterns to show various skills. Makes felt figures used on the flannel board.
SCIENCE	Understands balance and how to adjust balance during different moves. Judges the distance to perform a specific skill or routine. Identifies the parts of the body. Understands that the faster the execution of the move means the easier the move is to accomplish.
INDUSTRIAL ARTS	Constructs a balance beam. Constructs a simple flannel board for gymnastic instruction.
MATHEMATICS	Adds up judges' score. Measures and designs distance for floor exercise routine. Counts number of steps between moves during a routine.
HOME ECONOMICS	Dresses appropriately for gymnastics. Mends and hems gymnastic attire. Washes and dries gymnastic attire.
HEALTH	Practices safety skill. Knows the basic first aid for minor injuries (scrapes, scratches).
PHYSICAL EDUCATION	Performs warm-up exercises. Understands and demonstrates the rules and skills of gymnastics. Recognizes the importance of safety and correct spotting technique. Practices refining gymnastic skills. Recognizes the physical fitness value of gymnastics. Increases body control and body imagery.
READING/LANGUAGE	Increases vocabulary through use of gymnastic terms. Listens to instructions and follows directions. Expresses himself/herself during gymnastic practice and competition (cheers, encourages). Reads and remembers routine. Reads safety rules.
SOCIAL STUDIES	Identifies and locates neighborhood facilities where gymnastics could be practiced. Participates in the establishment of teams for gymnastics competition.

TERMINOLOGY AND RESOURCES

Combination
A sequence of skills.

Difficulty
Degree of skill required relative to routine.

Dismount
A termination of routine off the apparatus

Floor Pattern
The path of movement a floor exercise takes.

Layout
A straight body position.

Mount
The beginning of a routine onto the apparatus.

Pike
Body position in which legs are straight and the body flexes at the hip, displaying a right angle.

Pose
A momentary pause in a routine demonstrating body position.

Reuther Board
Take-off board used for mounts and vaults.

Routine
Combination of skills into a specific sequence of skills.

Run
A series of movements or a sequence that follows along one particular direction in the floor pattern.

Spotter
A person who assists student in carrying out a given move.

Tuck
Body position in which knees are bent to the chest and encircled by the arms.

RESOURCES

Printed Materials

[illegible], Larry D. [illegible] Physical Education Opportunity Program for [illegible] (PEOPEL). Phoenix: Phoenix Union High School System, 1977. [illegible]

O'Quinn, Garland, Jr. *Developmental Gymnastics.* [illegible] Press, Austin and London, 1978. [illegible]

Wettstone, Eugene. [illegible] *Gymnastics Safety Manual.* [illegible] Penn State University Press, 1979. [illegible]

Other

AMF American Athletic Equipment Division, Jefferson, Iowa 50129 [illegible]

Gymnastic Aides, Northbridge, Massachusetts 01534 [illegible]

Nissen Corporation, 930 27th Avenue, S.W., Cedar Rapids, Iowa 52406 [illegible]

Special Olympics, Inc., 1701 K Street, N.W., Suite 203, Washington, D.C. 20005

11

SKILL SHEETS

Instructions

The Skill Sheets have been designed to record each student's sports skills performance throughout the program. The vertical top boxes identify the specific tasks to be accomplished. Each box to the right of the Special Olympians name includes a blank for the instructor to fill in the standard of success for each student based on his/her ability and the task to be performed. The standard, whether in distance, time or repetitions reflects how well the student must execute the desired skill. You as the instructor, are the one to determine each student's level of acceptable performance. Encourage your students to fill out the chart after each training session. The categories Beginner through Superstar are identified below the chart as a guide for your students to follow. See example on the following page.

PARALLEL BARS SKILLS

NAME	Attempts to do maneuvers on parallel bars.	Performs straight arm support.	Performs straddle seat.	Performs dips.	Performs upper arm support.	Performs front dismount.	Performs compulsory routine Level I.				
MIKE	75 % of time	70 % of time	60 % of time	80 % of time	80 % of time	60 % of time	70 % of time	% of time	% of time	% of time	% of time
BETTY	70 % of time	80 % of time	80 % of time	60 % of time	75 % of time	75 % of time	90 % of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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SAMPLE

TUMBLING SKILLS

NAME	Attempts to do a roll.	Performs forward roll.	Performs backward roll.	Performs backward roll extension.	Performs backward straddle roll.	Performs cartwheel.	Performs roundoff.	Performs compulsory routine Level I.			
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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FREE EXERCISE SKILLS

NAME *Music optional	Attempts to perform free exercises	Performs a shoulder balance.	Performs squat balance.	Performs squat balance headstand.	Performs forearm balance.	Performs bridge.	Performs back walkover.	Performs compulsory routine Level I.			
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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BEAM SKILLS
(Perform at low height.)

*Music optional

NAME	Attempts to walk beam.	Performs forward walk (toe-heel) on beam.	Performs backward walk on beam.	Performs slide step on beam.	Performs change of directions on beam.	Performs locomotor skills on beam (jump, leap, skip).	Performs compulsory routine Level I.				
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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PARALLEL BARS SKILLS

NAME	Attempts to do maneuvers on parallel bars.	Performs straight arm support.	Performs straddle seat.	Performs dips.	Performs upper arm support.	Performs front dismount.	Performs compulsory routine Level I.				
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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UNEVEN PARALLEL BARS SKILLS
(Perform at low height.)

NAME	Makes no attempt to do skills on uneven parallel bars.	Performs mount to straight arm support.	Performs jump to hang on high bar.	Performs jump to hang on high bar; swings tucked legs to rest on low bar.	Performs jump to hang on high bar; swings one leg to one-half front circle to stand.	Performs hip circle.	Performs dismount.	Performs compulsory routine Level I.			
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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SIDE HORSES SKILLS

NAME	Makes no attempt to do side horse skills.	Performs jump to support position.	Performs uphill support.	Performs center support.	Performs downhill support.	Performs single leg half circle.	Performs a travel.	Performs alternate half circles.	Performs squat through to L-squat.	Performs dismount.	Performs compulsory routine Level I.
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VAULTING SKILLS
(Performs on horse placed in horizontal position.)

NAME	Makes no attempt to do a vault.	Performs take-off on jump board.	Performs front vault.	Performs flank vault.	Performs rear vault.						
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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RINGS SKILLS
(Perform at low height.)

NAME	Makes no attempt to do a skill on rings.	Performs chin-up.	Performs straight hang tuck.	Performs chin-up with legs in L position.	Performs chin-up, one arm to the side.	Performs inverted pike hang.	Performs dismount.	Performs compulsory routine Level I.			
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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HIGH BAR SKILLS
(Perform at low height.)

NAME	Makes no attempt to perform high bar skills.	Performs front support mount.	Performs skin the cat.	Performs chin-up.	Performs tuck L hang.	Performs forward hip circle.	Performs back dismount.	Performs a knee hang.	Performs compulsory routine Level I.		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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SPORTS PARTICIPATION SKILLS

NAME	Shows enthusiasm during gymnastics participation.	Participates sporadically.	Participates consistently with supervision.	Understands the basic rules and scoring procedures.	Participates cooperatively and competitively.	Warms up prior to participating in gymnastics.					
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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TUMBLING SKILLS

NAME *Music optional.	Performs front handspring.	Performs Tinsica.	Performs neckspring.	Performs handspring.	Performs back handspring.	Performs back somersault.	Performs roundoff back handspring.	Performs combination of 3 Level II skills.	Performs compulsory routine Level II.		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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FREE EXERCISE SKILLS

NAME *Music optional.	Performs forearm balance.	Performs hand balance.	Performs "L" neckspring with half twist.	Performs back handspring to hand balance.	Performs a valdez.	Performs combination of 3 Level II skills.	Performs compulsory routine Level II.				
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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BEAM SKILLS

NAME *Music optional.	Performs mount on beam.	Performs step-up on beam.	Performs pirouette on beam.	Performs "V" seat sit on beam.	Performs pretzel bend.	Performs forward roll on beam.	Performs dismount off beam.	Performs combination of 3 Level II skills.	Performs compulsory routine Level II.		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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PARALLEL BARS SKILLS

NAME	Performs mount to bars.	Performs swinging dips.	Preforms straight arm hop.	Performs rear dismount.	Performs straddle seat travel.	Performs forward roll to straddle.	Performs shoulder balance.	Performs combination of 3 Level II skills.	Performs compulsory routine Level II.		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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UNEVEN PARALLEL BARS SKILLS

NAME	Performs mount to high bar.	Performs skill from low bar to high bar.	Performs single-leg swing up.	Performs dismount.	Performs combination of 3 Level II uneven parallel bars skills.	Performs compulsory routine Level II.					
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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SIDE HORSE SKILLS

NAME	Performs mount.	Performs single-leg half circle travel.	Performs leg circle.	Performs scissors.	Performs combination of three Level II skills.	Performs compulsory routine Level II.					
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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VAULTING SKILLS
(Performs with horse in special Olympic Rules—male only.)

NAME	Performs straddle vault.	Performs squat vault.	Performs cartwheel vault.	Performs a handspring vault.							
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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RINGS SKILLS

NAME	Performs mount.	Performs forward roll.	Performs muscle up.	Performs compulsory routine Level II.							
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HIGH BAR SKILLS

NAME	Performs mount.	Performs backward hip circle.	Performs swing and dismount.	Performs kip.	Performs combination of 3 Level II skills.	Performs compulsory routine Level II.					
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KNOWLEDGE OF PARTICIPATION IN GYMNASTICS SKILLS

NAME	Understands safety procedures.	Understands rules and scoring of events.	Participates cooperatively and competitively.	Understands importance of courtesy for all competitors.	Shows enthusiasm during participation and cooperation.						
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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DATE ____________________

Sports Skills
Assessment Record Sheet

	PREVIOUS EXPERIENCE		LEVEL OF ACHIEVEMENT						LEVEL OF INDEPENDENCE			
NAME	HAS PARTICIPATED	NEVER PARTICIPATED	BEGINNER 0-10	ROOKIE 11-20	WINNER 21-30	CHAMP 31-40	SUPER CHAMP 41-50	SUPERSTAR 51-60	NEED PHYSICAL ASSISTANCE	NEEDS DEMONSTRATION	RECEIVES VERBAL ASSISTANCE	RECEIVES NO HELP
	1	2							1	2	3	4
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	1	2							1	2	3	4

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